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Dr. Kelly Bradley, Director of Graduate Studies

Pipelines to Leadership:
Aspirations of Faculty in the Community College
Kentucky Community and Technical College System

A COMPANION DISSERTATION

A dissertation submitted in partial fulfillment of requirements for the Doctor of Education
degree in the College of Education at the University of Kentucky

By
Erin Courtney Tipton

Lexington, KY

Directors: Dr. Beth Goldstein, Professor and Dr. Willis Jones, Associate Professor of
Educational Policy Studies and Evaluation
Lexington, KY

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ABSTRACT OF DISSERTATION

PIPELINES TO LEADERSHIP: ASPIRATIONS OF FACULTY IN THE COMMUNITY COLLEGE, KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM

Community colleges are challenged to find their next set of leaders who can respond to the diverse challenges of leading the institution. This study examined the impact of institutional and personal factors on faculty aspirations to leadership roles within the community college through the utilization of the Social Cognitive Career Theory framework. A case study research design utilizing mixed-methods investigated the perceived and preferred organizational culture(s) and the manner in which institutional and personal factors influence faculty aspirations to assume leadership roles at Southcentral Kentucky Community and Technical College.

The findings of the research indicate that affecting change and being asked to lead are personal factors of influence that motivate faculty to aspire to formal leadership positions within the community college. On the other hand, the challenge of formal leadership roles, family and work-life balance might dissuade faculty aspirations of faculty to formal leadership roles. The study reveals that organizational culture was a positive factor of institutional influence.

This study advances the field of educational leadership in that a number of personal and institutional factors influence the aspirations of faculty as they consider movement into formal leadership position within the community college. The findings identify the need for research across multiple institutions and the need to expand Social Cognitive Career Theory to include personal-cognitive barriers of race and gender.

KEYWORDS:

Academic Administrative Leadership Roles, Institutional Factors and Personal Factors

Academic Administrative Leadership Roles – formal leadership roles within the academic unit of community colleges: Vice President, Dean, Associate Dean, Assistant Dean, Division Chair, Director

Institutional Factors – Organizational Culture, Organizational Governance, and Organizational Structure

Personal Factors – Career Trajectories, Challenges of Leading, Peer Influence, and Work-Life Balance

Erin C. Tipton

4-19-16

Date

PIPELINES TO LEADERSHIP: ASPIRATIONS OF FACULTY IN THE
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CHAPTER 1

INTRODUCTION

Community colleges face challenges today that were not elements of the decision-making structure of a decade ago. Increasing enrollments, declining state funding, provision of services for the diverse student populations and swift response required of business and industry have placed community colleges and their leadership in a position “to modify the institution’s culture, mission, processes and procedures to enhance institutional effectiveness” (Locke, 2006, p. 2). Within these challenges at the overall organizational level, community college faculty face growing pressures from an array of institutional decision making such as academic programming, financial and budgetary matters viewed as being out of their control. The impending retirements among senior faculty who are often those moving into formal leadership positions, combined with the increase of adjuncts and the decrease in tenure-track positions, compounds these pressures as fewer faculty are available to assume the leadership roles of the future.

As the retirement outlook for community college faculty shows that half of the total number of full-time faculty across the nation are eligible or plan to retire by 2015 (AACC, 2013), it is critical to develop the next set of academic administrators. In Kentucky, the situation mirrors the worrisome national trend with approximately 80% of full-time KCTCS faculty eligible to retire between 2017 and 2022 (AACC, 2016). While a pipeline for future faculty leadership exists, there is reluctance among faculty to assume these positions (Evelyn, 2001). Although many reasons may exist for faculty aversion to advance through the academic leadership ranks, there is evidence that institutional and personal factors play an important role in faculty decision making, behavior, and activities (Evelyn, 2001; Cooper & Pagatto 2003; Malik, 2010; Mahon, 2008).

This dissertation incorporates three manuscripts that were developed as part of a study undertaken by a three-member research team. Team members were part of the EdD cohort program at the University of Kentucky (UK) in collaboration with the Kentucky Community and Technical College System (KCTCS). During the last year of coursework, students in the cohort determined potential research interest. The research team in this dissertation consisted of this author, Andrea Borregard and Reneau Waggoner. The purpose of this three-part companion research study was to investigate the various leadership pathways existing within the community college. The setting of the study was one college within KCTCS, Southcentral Community and Technical College (SKYCTC). SKYCTC is a mid-sized college within KCTCS. In fall 2014, SKYCTC had a full-time equivalent enrollment of 2,432 students. The college has six campuses located in a ten-county service area. (KCTCS Factbook, 2014).

The research team identified three areas for the study: executive-level leaders, faculty, and grassroots leadership. We investigated the factors that influenced the leadership aspirations of executive-level leaders to seek the role of the community college president. We conducted research among faculty to understand the manner in which institutional factors influence faculty decisions to assume formal leadership positions. Finally, we examined the role grassroots leaders play in affecting organizational change through their personal passion and commitment for initiatives. The research team completed an Executive Summary to be shared with leadership across KCTCS; this is presented in Chapter 2.

This author's research focused on the influence of institutional and personal factors as faculty think about assuming formal leadership positions. This grounded

theory study investigated the current perceived and preferred organizational culture types within the community college along with a careful analysis of factors contributing to faculty aspirations to move into formal leadership roles through their “lived experiences”. The first phase consisted of a quantitative exploration of perceptions of organizational culture through administering the Organizational Culture Assessment Instrument (OCAI) with all full-time faculty and exempt-level administrative staff. By gaining a broad understanding of the perceived and preferred culture types at the institution insight was gained to the sentiments, values and preferences of the overall organizational environment. The data collected from the OCAI among faculty was then compared and contrasted against the OCAI data collected among executive-level leaders by team member and co-author Reneau Waggoner to determine similarities and/or differences in perceived and preferred dominant cultures at SKYCTC.

The second (and larger) phase of the study consisted of qualitative semi-structured interviews with nine faculty respondents from the OCAI who indicated a desire or non-desire to move into a formal leadership role in the future. The purpose for conducting the interviews was to gain a deeper understanding of the manner in which institutional and personal factors influence faculty aspirations to formal leadership positions within the community college setting. The research study and findings are presented in Chapter 3.

Finally, each team member developed a manuscript or methodological essay that expanded upon her own individual research and findings. The third manuscript in this dissertation is an essay outlining the benefits of conducting a mixed methods study as

part of an overall case study. The utilization of the OCAI and the manner in which it informed the qualitative component of the case study is discussed in Chapter 4.

The findings from the research indicate both institutional and personal factors influence faculty as they consider formal leadership roles. This study found faculty consider institutional factors such peer influence, culture, leadership development programming, and being asked to lead as motivators to assume formal leadership positions. Personal factors such as affecting change, the challenge of the leadership role and reluctance to leave the classroom were factors faculty consider as they think about assuming formal leadership roles. The results of this study offer executive level leaders across community colleges and within KCTCS a greater understanding of faculty behaviors, decisions, and perspectives regarding moves into formal leadership assignments and in order to plan leadership development opportunities accordingly.

Chapter 5 provides a conclusion of the research study and presents reflections of the journey through my doctoral program. Included is a reflective piece on the research conducted and the collaborative model of conducting a team research. Overall, this research adds to the existing literature in higher education leadership planning and addresses important gaps in the leadership literature, particularly among faculty leadership aspirations in the community college.

CHAPTER 2
LOOKING TO THE FUTURE:
AN IN-DEPTH STUDY OF INFLUENCES ON LEADERSHIP ENGAGEMENT
IN A KENTUCKY COMMUNITY COLLEGE

Andrea Borregard, Erin Tipton, and Reneau Waggoner

Executive Summary

Background

Community colleges, with historically different organizational cultures and complex missions in comparison to other institutions of higher education, are stretched to find their next set of leaders who can respond to the diverse challenges of leading the institution. Many community colleges are underprepared to fill the future academic and administrative vacancies they will experience over the next five years. These positions have traditionally been filled through the faculty ranks, yet according to the 2013 estimates by the American Association of Community Colleges (AACC), nearly half of current full-time faculty members nationally will retire by 2015 (AACC Website, 2013). Successful colleges of the future will be the ones that today are identifying new generations of leaders at all administrative levels (Amey & VanDerLinden, 2002), formal and informal.

The purpose of this three-part companion research study was to investigate the various leadership pathways within the community college and to identify influences that impact individual decisions to engage in leadership activities at community colleges. In their study on critical issues facing community colleges, Campbell, Basham, and Mendoza (2008) asserted that hiring, developing, and retaining leaders rank among the top administrative concerns. They argued that administrators need to be able to identify and encourage leaders at all institutional levels and understand the nuances of both

formal and informal leadership in order to maintain organizational stability. Because the leadership shortage is not limited to one particular position, the research team identified three areas for the study: grassroots leadership, faculty, and executive-level leaders.

Research Approach

Based on the broad scope of the study, a mixed-methodological case study was used for the research on grassroots leaders, faculty and executive-level leaders at one community college campus. In the study of grassroots leaders, the population for the study was faculty and staff members who have engaged in change initiatives using bottom-up leadership techniques. Eight faculty and staff members participated in one-on-one, semi-structured interviews. The research of faculty and executive-level leaders was a paired, parallel study. This began with a survey of faculty and administrators about their perceived and preferred cultures of the institution, using the Organizational Culture Assessment Instrument (OCAI). Baseline data from the survey informed the second and main phase of the study: semi-structured interviews of nine faculty and ten executive-level leaders.

Setting

The setting for this study was Southcentral Kentucky Community and Technical College (SKYCTC), one of the sixteen colleges that comprise KCTCS. SKYCTC is a mid-sized college within KCTCS. Its service area spans both urban and rural areas. SKYCTC has recently received national recognition for its faculty-driven Workplace Ethics Initiative. It has also been selected as a Best Place to Work in Kentucky for the past five years. The president at SKYCTC has made a marked commitment to leadership development within the college and welcomed a leadership study at his institution.

Key Findings

The common factors of influence among grassroots leaders, faculty and executive-level leaders are: affecting change, the “culture of caring”, and leadership/professional development.

Table 2.1 Comparison of Factors of Influence

Factor of Influence	Grassroots Leaders	Faculty	Executive-Level
Age			X
Family			X
Work/life balance	X		X
Making a difference / influencing change	X	x	X
“Being asked”		x	X
Desire to help	X		X
Culture – “culture of caring”	X	x	X
Politics			X
State of the institution			X
Unknown			X
Peer and mentor influence	X	x	
Leadership/professional development	X	x	X
Promotion		x	
Challenge of the leadership role		x	
Reluctance to leave the classroom		x	
Passion	X		
Trust	X		

Borregard (2015) *Tipton (2015)* *Waggoner (2015)*

Dominant Themes

Six overarching themes emerged from the case study:

1. **The Desire to Affect Change** – At all levels, participants expressed their desire to engage in leadership efforts that have the potential to bring about marked change.

2. **The Impact of Institutional Culture** – Institutional culture plays a key role in an individual's decision to engage in change efforts, the methods used to lead, and the expectations of success.
3. **The Availability of Leadership and Professional Development** – Availability of Leadership/Professional Development opportunities was a dominant factor of institutional influence on the desire to seek a leadership role. Some participants viewed professional development as in itself a vehicle for raising consciousness and creating change.
4. **The Importance of Peer/Mentor Influence** – Through mentorship and networking, leaders have the opportunity to create communities of support which can ease the transition into leadership roles at the institution. Mentoring can help foster the skills and experiences needed to be impactful leaders. Mentoring can also be a way of encouraging individuals to pursue leadership roles within institutions.
5. **The Importance of Being Asked** –Administrative encouragement to assume leadership roles influenced individuals' decisions to engage in leadership efforts. According to the participants, one of the most influential ways that administrators showed support was to ask them to assume a leadership role.
6. **The Goal of Maintaining a Work/Life Balance.** In the higher education setting, leadership efforts take time. While many participants were committed to their cause and willing to do extra work, they expressed concern that they might be overburdened by their numerous responsibilities and struggle to maintain a healthy work/life balance.

Recommendations

The findings of the study resulted in several recommendations for administrators to positively influence an employee's decision to engage in leadership activities:

- establish an open-door policy through which employees can address fears and concerns and establish trust,
- provide ample leadership opportunities,
- create a culture of caring,
- develop formal leadership development programs,
- provide employees with release time or support to pursue advanced degrees,
- establish a formal mentorship program,
- ask employees to assume leadership positions,
- promote the benefits of leadership, and
- establish clear and realistic short- and long-term goals for leadership activities.

Introduction

The future of community college leadership is at the forefront of concern at many institutions across the United States. Community colleges, with historically different organizational cultures and complex missions in comparison to other institutions of higher education, are stretched to find their next set of leaders who can respond to the diverse challenges of leading the institution. Many community colleges are underprepared to fill the future academic and administrative vacancies they will experience over the next five years. Administrative vacancies have traditionally been filled through the faculty ranks, yet according to the 2013 estimates by the American Association of Community Colleges (AACC), nearly half of current full-time faculty members nationally will retire by 2015 (AACC Website, 2013). Successful colleges of the future will be the ones that today are cultivating new generations of leaders at all administrative levels (Amey & VanDerLinden, 2002) and in the full range of career positions including administrators, faculty, and staff.

The Focus of Our Project

The purpose of this three-part companion research study was to examine current leadership pipelines existing within the community college (grassroots leaders, faculty, and executive-level leaders) and identify the personal and institutional influencers that affect individuals' decisions to assume leadership roles. In their study on critical issues facing community colleges, Campbell, Basham, and Mendoza (2008) asserted that hiring, developing, and retaining leaders ranks among the top administrative concerns. They argued that administrators need to be able to identify and encourage leaders at all institutional levels and understand the nuances of both formal and informal leadership in order to maintain organizational stability. Because the leadership shortage is not limited

to one particular position, the research team identified three areas for the study: grassroots leadership, faculty, and executive-level leaders (defined as those holding a formal, senior administration position in the Kentucky Community and Technical College System: Provost, Vice President, Dean, Campus Director, Director or Coordinator). Together, we wanted to identify the motivations and influences of individuals at all stages of the organization hierarchy to assume leadership roles. The team examined the role grassroots leaders play in affecting organizational change through their personal passion and commitment for initiatives. We conducted research among faculty to understand the manner in which institutional factors influence faculty decisions to assume the formal leadership positions. Finally, we investigated the factors that influence the leadership aspirations of executive-level administrators to seek the role of the community college president.

Setting

For the first time in history, there is a growing national recognition of the vital role that community colleges play in America's higher education system by preparing people for some of the most highly-skilled and high demand occupations in the 21st century. America aspires to once again have the highest proportion of college graduates in the world and community colleges are being challenged to produce an additional 5 million graduates by the year 2020. The role that Kentucky's community and technical colleges will play in achieving this national goal is both exciting and challenging.

--Dr. Michael B. McCall, Founding KCTCS
President

In 1997, through the passage of the Kentucky Postsecondary Education Improvement Act, the Kentucky legislature created the Kentucky Community and Technical College System (KCTCS) from the Commonwealth's 14 existing community colleges and 25 vocational/technical schools. KCTCS is a single system of community-

based two-year colleges designed to respond to the need for job creation, economic development, and global competitiveness in Kentucky (KCTCS, 2010). KCTCS is the largest institution of higher education in Kentucky, serving over 50 percent of Kentucky's undergraduate students through more than 600 credential programs. The new reality of limited state resources and increased demands for educational opportunities for Kentuckians has caused KCTCS to be methodical about the way their institutions operate.

In 2010, Dr. McCall launched a yearlong *Transformation Initiative* designed to advance KCTCS's mission of becoming the premier community and technical college system in the nation. A large part of this plan was aimed at harnessing the collective strengths, talents, and skills of KCTCS's 10,000+ full- and part-time faculty and staff. In the 2010-2016 Business Plan, McCall recognized a need for transformation in the services to KCTCS students, the nature and purpose of employees' daily tasks, and the overall tone of KCTCS workplace culture. Specifically, he addressed the importance of implementing a responsive leadership model designed to compensate for limited state resources and increased demands for postsecondary education and training in Kentucky (KCTCS, 2010).

An important element of Dr. McCall's vision was the identification of individuals for key administrative and leadership positions, including the presidents of the individual colleges that comprise the system. Since assuming the role of KCTCS President in January 2015, Dr. Jay Box has completed three presidential searches for individual colleges in the system with two more active searches underway, and several others on the

horizon. Several of the KCTCS presidents have been in office since shortly after the consolidation process in 1998.

Table 2.2 Years of Service for KCTCS Presidents as of March 2016

Years of Service	No. of KCTCS Presidents	KCTCS Institutions
Interim	2	Gateway, Hazard
< 1	3	Big Sandy, Owensboro, Jefferson
1-5	5	Ashland, Hopkinsville, Maysville, Southcentral Kentucky, Southeast
6-10	2	Bluegrass, Henderson
11-15	1	West Kentucky
16+	3	Elizabethtown, Madisonville, Somerset

Of the presidential appointments made in the past five years, two out of eight of the presidents were promoted from within the institution and one president had prior experience as an academic vice president at a KCTCS institution. All others had no professional experience within the Kentucky system; however, three were presidents at community colleges outside of Kentucky and two held various vice president roles at non-Kentucky institutions. Five of the eight have faculty experience in a community college (one had faculty experience at a KCTCS institution).

Dr. Box has expressed interest in having individual KCTCS colleges develop their own local or regional leadership programs. He said these leadership initiatives would “provide the opportunity for selected faculty and staff to foster leadership skills and professional growth while considering the varied and complex strategic issues facing two-year colleges” (McNair, 2015). System-wide, KCTCS offers an annual leadership program designed to recognize and enhance the leadership skills of current and potential leaders within KCTCS. The President’s Leadership Seminar (PLS: now entitled the McCall Leadership Academy) began in 2000 with the goal of providing faculty and staff

with a unique professional development experience in an effort to advance the system's 16 colleges as well as each participant's personal and professional goals. Numerous vice presidents, deans, and directors, as well as two of the current KCTCS presidents, have completed PLS during their tenure.

Other than this single system initiative, KCTCS offers very few formal opportunities to cultivate leaders from within. Our argument is not that all leaders should be homegrown; in fact, we would suggest that institutions can greatly benefit from a balance of leaders and administrators who come from within the system and those from external sources. Yet, because the mission of each community college is influenced by the culture and community surrounding the institution, promoting individuals who have excelled and have proven their commitment and dedication to the institution often ensures that the individual will have the knowledge, experience, expertise, and history to perpetuate the college's mission (Reille & Kezar, 2010). Our three-dimensional case study aims to understand individuals' leadership activities and aspirations from within the KCTCS system.

Site Selection

Purposive sampling allows a researcher to eliminate and/or narrow the pool of information sources by deciding who to, what to, and what not to consider in the study (Erlandson, Harris, Skipper & Allen, 1993). Purposive sampling will provide "information-rich" participants matching the overall purpose of the study (Creswell, 2009). When using purposive sampling, it is important to seek sites that will provide an understanding of the phenomenon. In our case, we wanted to study an institution that exhibited a high level of commitment to developing leaders. Based on the knowledge of

the population and the purpose of the study, the researchers used purposive sampling to select Southcentral Kentucky Community and Technical College (SKYCTC), one of 16 community colleges in Kentucky Community and Technical College System (KCTCS) as the site of our case study.

We selected SKYCTC as the site for several reasons. First, in 2015, SKYCTC received a national award of excellence from the American Association of Community Colleges for their Workplace Ethics Initiative. This initiative is the result of collaboration between faculty members and local business partners to ensure that behaviors in the classroom mirror those expected in the workplace. As a result of this recognition, SKYCTC faculty members and administrators have presented the principles of this initiative at several conferences in the country. The Workplace Ethics Initiative has received several other national recognitions as well. The National Institute for Staff and Organizational Development published a best practices article on Workplace Ethics (May 2012), the League of Innovations recognized the initiative as an Innovation of the Year (May 2013), and the Community College Survey of Student Engagement has requested that SKYCTC publish Workplace Ethics as a national best practice.

Second, SKYCTC has been selected as a Best Place to Work in Kentucky every year since 2012. Winners are selected through a two-part process designed to gather detailed data about each participating company. Part one requires employers to complete a benefits and policies questionnaire about company policies, practices, and demographics. In part two, employees are asked to complete a survey that gauges employee opinions on how the institution fares in eight core focus areas: Leadership and Planning, Corporate Culture and Communications, Role Satisfaction, Work Environment,

Relationship with Supervisor, Training, Development and Resources, Pay and Benefits, and Overall Engagement.

Third, we wanted to select a KCTCS college that was somewhat representative of the majority of colleges in the system in terms of size (enrollment) and locale (rural vs. urban). SKYCTC is a mid-sized college within KCTCS. In fall 2015, SKYCTC had a full-time equivalent enrollment of 2,351 students (FTE = total credit hours/15). The median KCTCS enrollment for Fall 2015 was 2,325. SKYCTC has six campuses located in a ten-county service area. The college also has a strong partnership with local business and industry. Through its Workforce Solutions department, SKYCTC serves over 6,000 individuals and 600 companies annually.

One point of distinction is that SKYCTC is the only KCTCS college with no tenured or tenure-track faculty (KCTCS Factbook, 2015). During the passage of the Postsecondary Education Improvement Act in 1997, which formed KCTCS, Bowling Green Technical College had no community college to merge with; tenured faculty were never a significant part of the institution. In lieu of tenure, the former technical colleges in Kentucky had an employment designation of “continued employment status”. Continued status faculty are described under KCTCS policy as full or part-time faculty hired prior to July 1, 2004 who have satisfactorily completed the KCTCS Introductory Period. Per this policy, faculty with continued employment status enjoy similar protections as tenured-classified faculty and should only be discharged from employment for just cause.^[1] Faculty moving to formal leadership positions may negotiate maintaining their tenured or continued status.

^[1] As noted in the KCTCS Administrative Policy 2.0.1.1.4 – Continued Employment Status.

A fourth reason SKYCTC was selected as the case study site was due to ease of access and administrative support for the study at the institution. In 2013, SKYCTC named Dr. Philip Neal as its President and CEO. Neal was promoted from within the college where he served as the Provost from 2008 to 2013. Neal's leadership pathway includes serving as a faculty member at a community college outside of Kentucky and holding various administrative positions in Texas and Wyoming before becoming provost at SKYCTC. Neal has co-edited a textbook about leadership, *The Creative Community College: Leading Change through Innovation* (2008). He has pledged to the continual growth of his employees. He preserves professional development dollars in the midst of budget crises, provides faculty leadership opportunities in conjunction with reduced course load, and most recently, tasked college administrators with creating an internal leadership development program similar to KCTCS President's Leadership Seminar (Borregard, Tipton and Waggoner, 2014). As a proponent of leadership development, Dr. Neal welcomed a leadership study at his institution going so far as to allow the researchers to speak at a campus-wide forum in order to promote the study and encourage participation.

Finally, we were intentional about selecting a college that was not the home college of any of the members of our research team. In discussing which KCTCS college would be the best fit for our study, we agreed that we wanted to avoid any potential influences and biases that may be associated with studying leadership at one of our own institutions. The three of us have no professional experience linked directly to SKYCTC. We hoped study participants would be more comfortable and forthcoming in their interview responses since we were not their SKYCTC colleagues. Since we would be

unfamiliar with the experiences and events participants discussed, we also felt that we would be more likely to keep personal biases out of our interview interpretations and analysis.

Leadership Landscape

We are at a critical juncture in our nation's higher education development. While there is very strong work happening today in community college leadership development, we cannot leave it to chance that our nation's community colleges are prepared to meet the coming demand. We have learned a lot about what makes an effective community college leader and it is time to not just name those qualities, but translate what we know into action.

-William Trueheart, President and Chief Executive Officer of Achieving the Dream

In September 2013, leaders of six organizations representing over 13 million community college students, trustees, and administrators nationally met to address the impending leadership exodus and the urgency this departure represents. Community colleges knew they would face a significant challenge in filling the vacancies of future community college leaders due to the pending mass exodus of senior level community college leadership and faculty (Shults, 2001; McNair, 2010; Whissemore, 2011). Without intervention, this turnover could threaten the stability of the community college sector and its ability to maintain open access while achieving stronger student outcomes. These leaders committed to use their organizations as outreach vehicles for promoting the recruitment, selection, and preparation of leaders with the skills required to successfully perpetuate the community college mission (ACCT, 2013).

McNair, Duree, and Ebbers (2011) conducted a study that examined community college presidents. The research examined the presidents' backgrounds and career paths; and participation in leadership programs and educational preparation outlined within the

American Association of Community College (AACC) competencies. The report concluded that there was not one single path, but participation in a variety of professional experiences, professional development opportunities, doctoral studies and mentoring. Recommendations included job shadowing and internship experiences which would allow future leaders to work with current community college presidents, as well as succession planning.

The impending retirements among senior faculty who are often those moving into formal leadership positions, combined with the increase of adjuncts and the decrease in tenure-track positions, compounds the pressure of who will assume leadership roles of the future. Nationally, the pipeline of tenured and tenure-track faculty across higher education has dramatically changed over the last thirty years moving from 78.3 percent on the tenure track and 21.7 percent on a non-tenure track to current figures of only 33.5 percent of faculty having tenure or on the tenure track and 66.5 percent ineligible for tenure (Kezar & Gehrke, 2014). In the community college, the national data indicates that 68.7 percent of faculty are either part-time or non-tenure track, 13.8 percent are full-time and non-tenured and only 17.5 percent are either tenured or on the tenure track (Kezar & Maxey, 2013).

For KCTCS, the numbers mirror the national statistics as full-time faculty capacity has declined over the last several years. Since 2010, 300 fewer full-time faculty are employed across the system with a decrease from 1,933 to 1,617. The number of full-time, tenured faculty has decreased from 779 in 2010 to 708 in 2013. In addition, the number of faculty on the tenure track has dipped from 150 in 2010 to 134 in 2013 (KCTCS Factbook, 2013). The number of part-time faculty has increased across the

System over the last several years. From 2009 to 2011, the number of part-time faculty across the System increased from 2,754 to 3,304. Much of the increase in hiring of adjuncts was due to the increase in student enrollment as KCTCS experienced a dramatic student enrollment surge from 89,942 students in 2008 to 108,302 students in 2011 (KCTCS Factbook, 2013). While the enrollment surge prompted the hiring of additional part-time faculty to meet student enrollments, the enrollment decline (down to 80,075 students in Fall 2015) has slowed the number of full-time faculty being hired, leaving vacancies unfilled. (KCTCS Factbook, 2013). It is clear the landscape of faculty tenure is dramatically changing in higher education, particularly at the community college and within KCTCS.

As the retirement outlook for community college faculty shows that half of the total number of full-time faculty across the nation are currently eligible to retire, it is critical to develop the next set of academic administrators. In Kentucky, the situation mirrors the worrisome national trend with over 50% of full-time KCTCS faculty eligible to retire in the next five years (KCTCS Human Resources, 2013). The pipeline for future faculty has decreased over time, compounded by a reluctance among faculty to assume these positions (Evelyn, 2001). Although many reasons may exist for faculty aversion to advance through the academic leadership ranks, there is evidence that institutional and personal factors play a role in faculty decision making, behavior, and activities (Evelyn, 2001; Cooper & Pagatto 2003; Malik, 2010; Mahon, 2008).

Community colleges are particularly susceptible to external demands due to the nature of their mission. They are being asked to drive economic growth in their communities, serve more students, respond to industry demands, and provide more

pathways to the baccalaureate while dealing with reduced funding. In her book on community college leadership, Eddy (2010) discussed the importance of implementing a multidimensional model of leadership suited to dealing with these challenges. She argued that leadership must occur at all levels of the institution and these leaders must possess a cultural competency that is fostered by experience, professional development, and lifelong learning.

Many higher education leadership researchers advocate for fostering leadership at all levels within the institution (Amey, 2005; Eddy, 2009; Green, 2008; Kouzes & Posner, 2007; Lester, 2008; Romero, 2004; Rosser, 2000; Sethi, 2000). Lester (2008) researched the concept of “non-positional leadership.” She argued that this style of leadership empowers all employees to contribute, strengthens the organization, and provides future leaders an opportunity to hone leadership knowledge and skills. In his article about the impending leadership crisis in higher education, Appadurai (2009) argued that in order to sustain institutional engagement and to keep up with the constantly changing societal demands, community college administrators will have to place a consistent emphasis on leadership development and input from employees at all levels of the institutional hierarchy.

Leadership Crisis in Community Colleges: Three Leadership Perspectives

The retirement of current leaders is problematic. So, too is the complex scope of community college missions, a scope that far exceeds the traditional function of degree-granting programs. Community colleges are faced with the pressure of reconciling a variety of challenges from intertwined curricular functions, changing demographics, improved technology, demands for alternative delivery methods and contradictory

missions (Cohen & Brawer, 2008; Dougherty, 1994). There is growing concern over the ability of institutions to respond to these challenges, particularly as the number of change initiatives mounts (Birnbaum, 1992; Hines, 2011; Wallin, 2010). In order to address these challenges adequately, leadership must emerge from all institutional ranks – grassroots leaders, faculty, and executive-level leaders. This technical report examines current leadership pipelines existing within SKYCTC (grassroots leaders, faculty, and executive-level leaders) and the personal and institutional influencers that affect their decisions to assume leadership roles.

Grassroots Leaders

Most of the historical research on leadership in higher education has focused on individuals in positions of power (i.e. presidents, provosts, vice presidents, and deans) in hopes of pinpointing universal characteristics, behaviors and competencies that characterize “effective” leadership (Astin & Leland, 1991; Bartunek, 1984; Bernal, 1998; Kroeker, 1996). Recent research recognizes that these individuals are often not the only source of leadership within an institution. Educational scholars are now beginning to consider the often-untapped source of grassroots leadership across institutional hierarchy as a valid form of decision-making. Some scholars suggest that grassroots leadership takes place every day in all institutional settings (Birnbaum, 1998; Kezar, 2012). Proponents of grassroots leadership cite the leader’s ability to affect change with his/her passion for a particular issue (Scully & Segal, 2002). They argue that faculty members, for example, are the stewards of campus leadership and decision-making because they work directly to advance the institutional mission of teaching and learning (Kezar, Gallant, & Lester, 2011). Staff members often have unique opportunities to influence

change because of their proximity to so many of the leadership roles in the college (Birnbaum, 1996).

Top-down leadership models are not a strong fit for community colleges because of the loosely-coupled subsystems present throughout their organizational structures. Recent research contests the conventional notions of leadership and reframes it as a process of collective action by individuals throughout the organization who use unique strategies to facilitate change (Amey et al., 2008). This inclusive style makes it more likely that a greater number of approaches to a problem will be explored and the willingness of campus leaders to themselves be influenced in exchange for the opportunity to influence others leads to the development of compromise that most people of campus can support (Bensimon & Neumann, 1993). Under this model, individuals without formal positions of power can create significant change on college campuses and play important leadership roles. Acceptance of and encouragement for bottom-up leadership challenges employees to think differently, propose ideas, and promote a new direction for accomplishing tasks; however, these employees have to adopt effective tactics to create important changes and increase their capacity for leadership (Bettencourt, 1996; Scully & Segal, 2002). Experts agree that the key to making meaningful changes on campus is to understand the complexities and varying outcomes of convergence between top-down and bottom-up leadership (Kezar, 2012; Amey, M.J., Jessup-Anger, E., & Jessup-Anger, J., 2008).

Faculty

In addition to concerns regarding the anticipated percentage of full-time faculty retirements, there is a reluctance of faculty to assume leadership roles (Evelyn, 2001).

Coupled with expected retirements, the increased unwillingness of faculty to move into entry and mid-level academic administrative roles has reduced the pool of qualified leaders. In Kentucky, the faculty retirement situation mirrors that of national statistics. At just one rural and one urban community college within the KCTCS, it is estimated that 55% and 49% respectively of currently employed full-time faculty are eligible to retire by 2018 (KCTCS Human Resources, 2013). Faculty are challenged with supporting their academic disciplines. Academic administrative leadership requires a balance of understanding the structure and challenges facing the overall institution and of those of particular units or departments of the college. Faculty assuming leadership roles may struggle with the ability to step out of daily teaching responsibilities which they might enjoy and the balancing the culture of their own academic disciplines with the varying cultures across the institution.

Faculty reluctance to ascend to administrative positions may also be influenced by the culture of the organization. Higher education organizational culture research conducted to date offers insight into how dominant cultures and subcultures can influence overall organizational effectiveness and facilitation of change during times of crisis (Cameron & Quinn, 1999; Locke, 2006; Shein, 2006; Tierney 1988). Social Cognitive Career Theory (SCCT) suggests that organizational culture can also influence individual career aspirations. An analysis of personal and institutional factors influencing faculty within the community college will lead to a greater understanding of faculty behaviors, decisions, and perspectives regarding moves into leadership assignments.

Executive-Level Leaders

Community colleges face a huge challenge in the preparation and training of future community college presidents due to the pending mass exodus of senior level community college leadership (Shults, 2001; McNair, 2010; Whissemore, 2011). The AACCC (2013) conducted a similar study in 2012, which revealed that 75% will retire by 2022, 42 percent of which will occur by 2017. Even more alarming is that the administrators who report to the presidents – and who might be expected to replace them – are also approaching retirement (Boggs, 2003). The issue of keeping individuals in the presidential pipeline is of major concern to community colleges nationwide.

Based on the looming gap in community college leadership, the overarching question is who will lead the community college in the presidency? The extant literature has focused on leadership development programs for executive-level administrators interested in the presidency (Piland & Wolf, 2003; Reille & Kezar, 2010). It has also reviewed other forms of professional development: participation in professional associations and organizations; networking and job shadowing; and on-the-job responsibilities that contribute to leadership development (Laden, 1996). However, the research has not addressed the aspirations of executive-level leaders to seek the role of the community college presidency. An analysis of the positive and negative factors that influence their desire to ascend to the presidency will assist with the looming gaps caused by the impending mass exodus.

Research Design

The researchers employed a mixed-methods case study approach in order to understand and explore individual motivations, aspirations, and influences to assume both

formal and informal leadership roles. This approach emerged as a best means of studying and making sense of the proposed phenomenon to capture the complexities of intersection between campus climate and individual decisions from multiple perspectives. Qualitative methods included document analysis and interviews. The goal was to “allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured methodologies” (Thomas, 2003). Quantitative analysis of survey data was used to complement qualitative inquiry in an attempt to reach a holistic understanding of the phenomenon. This convergence of methods strengthens study findings because the use of various strands of data promote a greater understanding of the case (Baxter & Jack, 2008).

Quantitative Methods

The population for this portion of the study was faculty and executive-level leaders. The purpose of this qualitative component was to investigate the current perceived and preferred organizational culture types within the community college. In March, 2015, all full-time faculty (N=78), all exempt-level administrative staff (N=37), and all executive-level leaders (N=25) at SKYCTC were invited to participate in the Organizational Culture Assessment Instrument (OCAI) survey (see Appendix E). Although the focus of this study was to investigate faculty and executive-level leaders, exempt-level administrative staff were included in order to gain a comprehensive understanding of the perceptions of organizational culture across the institution.

Our interest in organizational culture was motivated by the Social Cognitive Career Theory (SCCT). SCCT describes career development as a complex interaction between an individual, his/her behavior, and the environment. SCCT emphasizes

cognitive-person variables that enable people to influence their own career development, as well as extra-person (e.g., contextual) variables that enhance or constrain personal agency (Lent, Brown and Hackett, 2000). One such contextual variable that has rarely been studied is organizational culture. Given the power of culture to shape the outcomes and goals of organizations, one might expect that culture may also shape the leadership aspirations of individuals within it. Our study looks to explore this possibility. Is institutional culture a contextual variable that influences the administrative aspirations of faculty and executive administrators?

The results of the survey were tallied using the software program offered through the electronic version of the OCAI to determine the mean scores for the overall current culture and preferred culture type. The mean scores for the overall current and preferred culture responses were then computed by adding all of the responses from the four culture types (Clan, Adhocracy, Market and Hierarchy). The culture profile results from the OCAI administered to the faculty at SKYCTC were compared against the culture profile results of executive level leaders at SKYCTC to determine potential similarities and differences among perceptions and preferences of organizational culture types at the institution.

There was an open-response section to the end of the OCAI. These questions asked respondents to identify three areas of strengths and three areas for improvement at SKYCTC. The results from the areas of strengths and improvements were coded and examined for themes. The results from the open-ended responses provided a greater understanding of how the faculty and staff viewed the organization prior to conducting

the interviews. The themes from the end of the survey supported the overall findings from the OCAI culture types and assisted in the development of the interview questions.

Qualitative Methods

The qualitative component of the study included three parts. Results from the survey were used to identify the faculty and executive-level respondents who were willing to participate in the semi-structured interviews. The goal was to achieve interview samples with diversity of experience, aspiration to leadership, gender and location. First, numerous institutional documents were analyzed to understand the context of leadership activities on SKYCTC's campus. These documents included college demographic fact books, annual reports, budgets and financial planning documents, strategic plans, organizational charts, minutes from faculty and staff senate meetings, and progress reports. During several campus visits, members of the research team observed several formal and informal activities (committee meetings, presentations, kickoffs, etc.) and took field notes which were also analyzed.

The final questions on the OCAI requested additional information regarding previously held leadership positions, desire to assume formal leadership positions, and willingness to participate in an interview. Of the 70 faculty and executive level leaders who completed the survey, 26.7% of respondents indicated their interest by responding "yes" to the question about their willingness to serve and by adding their contact information. Nine (9) faculty and eight (8) executive-level leaders consented to an interview. Two (2) additional executive-level leaders were asked, and consented to, an interview (n=10). The interviewees represented three (3) of the six (6) campuses of SKYCTC. Of the nine (9) faculty interviewed, four (4) were females and five (5) were

males. Two (2) of the females indicated having aspirations to lead. Two (2) of the five (5) males indicated having aspirations to lead. Of the ten (10) executive-level leaders interviewed, seven (7) were male and three (3) were female. Among the executive-level leaders, two (2) indicated aspirations to become a community college president, four (4) were uncertain and four (4) indicated they did not aspire to become a community college president.

Faculty members and executive-level leaders were contacted to arrange interviews. All faculty interviews were conducted within a two week timeframe and took place at SKYCTC in an area most comfortable for the participant (the faculty member's office). All executive-level interviews were conducted within a two-week timeframe with the exception of one (which was rescheduled due to unforeseen conflict) in an area most comfortable for the participant (i.e. participant's office or conference room). Each interview was transcribed to ensure accuracy of data obtained during the interviews.

Finally, interviews were conducted with individuals identified as grassroots leaders within the college. As an initial means of identifying grassroots leaders, a well-networked campus administrator and a tenured faculty member at SKYCTC were contacted to ask for assistance in identifying faculty and staff members who actively engaged in grassroots (local, bottom-up) change efforts. The individuals identified as grassroots leaders were asked to participate in the study. After this initial round of participant recruitment, a snowball sampling technique was used to recruit additional participants. Campus functions and presentations were also observed and institutional documents were examined to identify other individuals engaged in grassroots efforts.

Additional participants were sought until the recommendations were exhausted and the sample was saturated for a total of eight subjects.

One-on-one, semi-structured interviews provided the primary data for identifying the strategies grassroots leaders use to influence top-down leadership and the major obstacles they face. In researching grassroots leadership in post-secondary institutions, an unstructured interview is a valid choice because it solicits detailed examples and rich narratives and it identifies possible variables to frame hypotheses. Yin (2011) discussed the importance of understanding the participant's world. The conversational nature of semi-structured interviews allows for two-way interactions that lend themselves to a greater understanding of the subject's experiences, thoughts, and motives.

Schatzman and Strauss (1973) asserted that participants may be most willing to reveal information about them in their natural setting. These interviews (N=8) were conducted on-location to better understand the context and place in which the participants reside when making leadership decisions. Each interview lasted between one and one-half hours. The interviews were audiotaped and transcribed. The researcher's role was best characterized as an investigator of these individuals' lived experiences with grassroots leadership (Yin, 2011). This role was maintained by asking questions and gaining information for the study. The researcher built trust and established rapport with interviewees by obtaining consent, using open communication techniques and by conducting member checks to ensure accurate interpretations of participant experiences. In order to maintain anonymity, each participant was assigned a pseudonym and identifiable information was removed from the interview transcripts.

Results from the semi-structured interviews with faculty and executive level participants were analyzed using inductive approach through the Rapid Assessment Process (Beebe, 2001). An inductive approach to qualitative data analysis did “aid in understanding the meaning in complex data through the development of themes or categories from the raw data” (Thomas, 2003, p. 3). The research team convened to review the aggregated data to identify patterns and themes. The data was examined repeatedly allowing major themes to emerge and be captured. Data from the interviews with faculty was coded based upon established themes agreed upon by the research team. The data was then grouped into tables (Beebe, 2001; Yin, 1994) and situated into “a framework to develop a model of the underlying structure of experiences captured in the study” (Thomas, 2003, p.2).

An inductive approach was also used in gathering and analyzing the data from interviews with grassroots participants. The content from all interviews was compared and data was categorized for emerging themes. Creswell’s (2009) open, axial, and selective coding methods were employed during the data analysis to determine the meaning of the data. First, an open coding method was used to organize the data into relevant categories. Next, the axial coding method was used to demonstrate the interrelationships and connectivity of the open coding categories to the central idea of the study. Finally the selective coding method was used to form the participants’ stories and to connect the stories to the study’s research questions (Creswell, 2009). The constant-comparative method of Glaser and Strauss (1967) was employed throughout this study while formulating categories for coding the data provided through the interviews (Yin, 2011). Segments of meaning were categorized and sorted in an Excel database so that

overarching themes can be identified, refined, and connected to theory. The result is a study with findings grounded in research, theory, and raw data (Creswell, 2009; Yin, 2011).

The data sets from all of the interviews with grassroots leaders (Borregard, 2015), faculty (Tipton, 2015), and executive level leaders (Waggoner, 2015) were then comparatively analyzed to determine themes and variations among the three groups. Examining commonalities across the participants' perspectives provide the higher education literature base with a consistent picture of personal and institutional influences that affect individuals' decisions to assume leadership roles. Adding an interpretive dimension to this research allows it to be used as the basis for practical theory (Lester, 1999).

Ethical Issues

Researchers are expected to design and perform research in a manner that ensures that the welfare, dignity, and privacy of subjects are protected and that information about the individual remains confidential (Yin, 2011). In order to gain a deeper understanding of the motivations and influences of subjects to assume leadership roles, researchers had to ask questions designed to draw out personal experiences and realities. Because the population for this study was relatively small, researchers took extra care to protect the identities of study subjects. Confidentiality issues were considered at every stage of the research process. Team members developed informed consent forms that clearly outlined the study purpose and potential benefits and risks to each participant. Electronic versions of consent forms were sent to study participants prior to participation in an interview.

The day of the interview, researchers explained the informed consent process, obtained appropriate signatures, and assured participants that personal and identifiable information revealed during the interview would be confidential. Participants were told, up front, not to answer any questions with which they were uncomfortable answering. Transcribed interviews were sent to study participants for member checking in order to confirm that the accuracy of the information. Participants were assigned pseudonyms in order to protect their identity. In some instances, study data and findings were aggregated in order to preserve confidentiality.

Results and Findings

OCAI – Section 1 (Survey Responses)

The response rate goal for faculty and executive-level leaders to complete the OCAI was 70%. The average response rate for surveys in organizational settings among non-executive level employees 52.7% (32.5 % for executive-level employees (Anseel, F., Lievens, F., Schollaert, E., & Choragwicka, B., 2010; Baruch & Holton, 2008). A study of 1,607 research studies utilizing surveys investigated overall response rates between 2000 and 2005. Among those studies surveying organizations, the average survey response rate was 37.5% (Baruch & Holton, 2008). Because our survey (OCAI) was administered to an organizational group within KCTCS and the college president introduced the survey and offered his full support, we anticipated a higher than average response rate. The overall response rate of the OCAI across the institution was 54.5%. Table 2.3 shows the response rate among faculty, executive-level leaders and other administrative staff at the institution.

TABLE 2.3 – OCAI Response Rates by Participant Employment Status¹

LEVEL	TOTAL/UNIT	#COMPLETE	%COMPLETE
FACULTY	102	51	50.00%
LEADER	25	19	76.00%
ADMINISTRATIVE STAFF	11	5	45.45%
Total	138	75	54.35%

As Figure 2.1 shows, the results from the OCAI indicate the overall culture profile at SKYCTC. The perceived (now) and the preferred culture at SKYCTC is the Clan Culture. This indicates the culture is currently aligned with how employees are thinking in terms of the current environment and the culture preference at SKYCTC. The profile also indicates a slight shift in terms of culture preference to operate in a less hierarchical (control and structure) and more in an adhocracy (create, entrepreneurial) manner.

¹ The term “Leader” in this OCAI table denotes Executive-Level Leader as defined in this study (Director, Associate Dean, Dean, Vice-President, President). The term “Administrative Staff” refers to exempt-level administrative staff (non-faculty) who do not hold a formal leadership role as defined by this study.

Figure 2.1 – Overall Organizational Culture Profile at SKYCTC – All Respondents

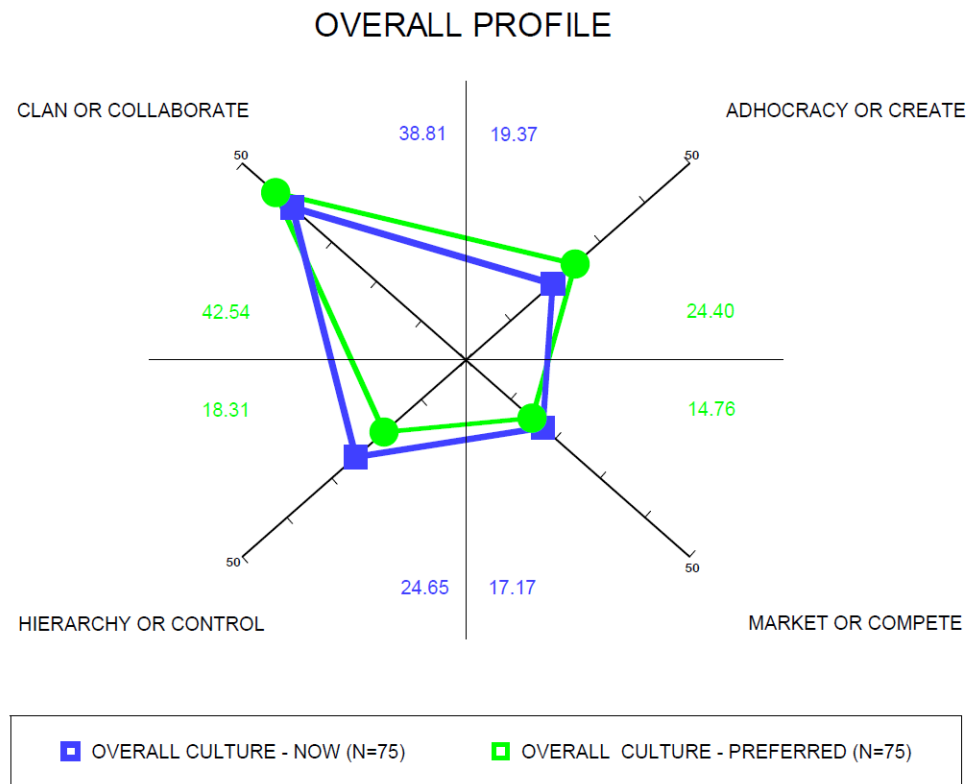


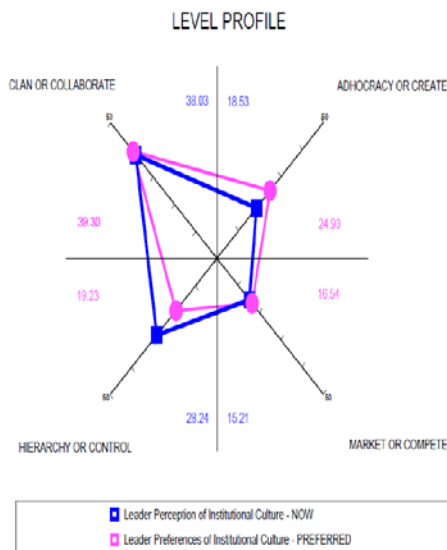
Table 2.4 provides the mean scores of the overall organization's culture profile by the four culture quadrants of the OCAI. Questions on the OCAI are linked to the four culture types: Clan, Adhocracy, Market and Hierarchy. The mean scores provide a snapshot of the differences in the perceived (Now) and preferred culture types at SKYCTC.

Table 2.4 – Mean Scores of Overall Organizational Culture – All Respondents

ORGANIZATION TYPE	NOW	PREFERRED
CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.81	42.54
ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	19.37	24.40
MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	17.17	14.76
HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	24.65	18.31

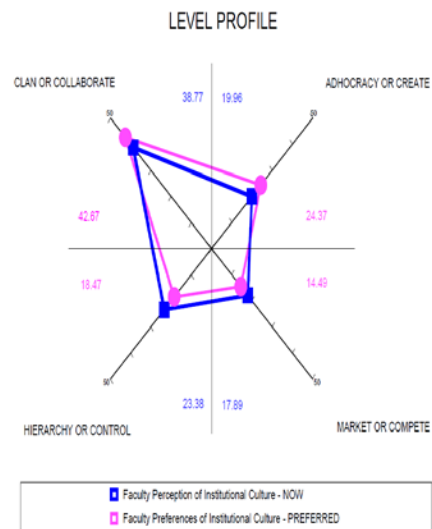
Figure 2.2 data is aggregated to show faculty and executive-level leader perceptions of the culture at SKYCTC.

Figure 2.2 – Comparison of OCAI Perceptions and Preferences Profiles of Executive-Level Leaders and Faculty at SKYCTC



Executive-Level Leader Profile

(Waggoner, 2015)



Faculty Profile

(Tipton, 2015)

Executive-level leaders and faculty at SKYCTC both perceive and prefer the Clan *or Collaborate* culture. The examination of each data set in Table 2.5 indicates that both executive-level leaders and faculty prefer a slightly higher level of the Clan (*or Collaborate*) culture, less Hierarchy (*or Control*) and less Market (*or Compete*), and more Adhocracy (*or Create*) than what they perceive is currently happening at SKYCTC.

Table 2.5 – Mean Scores of OCAI of Executive-Level Leaders and Faculty at SKYCTC

<i>Executive-Level Leader Summary</i>			<i>Faculty Summary</i>		
ORGANIZATION TYPE	NOW	PREFERRED	ORGANIZATION TYPE	NOW	PREFERRED
CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.03	39.30	CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.77	42.67
ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	18.53	24.93	ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	19.96	24.37
MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	15.21	16.54	MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	17.89	14.49
HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	28.24	19.23	HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	23.38	18.47

(Waggoner, 2015)

(Tipton, 2015)

The results from the executive-level leaders at SKYCTC were compared with those of the faculty to ascertain similarities and differences of these groups in their perceptions and preferences of the type of organizational culture type at the institution. At SKYCTC, executive-level leaders and faculty perceptions and preferences were congruent. These results provided a gauge of the temperature of the college and to measure the role of institutional factors in the decision to seek higher level positions with increased authority. Further, these results were used to inform the interview questions for the core qualitative phase of the study.

OCAI – Section 2 (Strengths / Areas of Improvement (Opportunity) / Other Comments)

In the second section of the OCAI survey, respondents were asked to identify three strengths of SKYCTC, three areas of improvement (opportunity), and to make other comments. These open-ended responses were coded and themed.

Respondents identified the top three strengths of SKYCTC as caring (that exists among faculty, staff and students) / “culture of caring,” collaboration, and leadership. Other strengths were identified as, but are not limited to, trust, community-oriented, and friendly work environment.

Respondents identified the top three areas of improvement (opportunity) as communication, professional development, and processes (i.e. admissions, advising). Other areas of improvement were identified as, but are not limited to, having a more risk-taking and entrepreneurial mind set, increased student success and retention, food on campus, and increase in salary.

Respondents were given space to make additional comments (non-specified) and the responses ranged from feelings about the survey to feelings about SKYCTC. The dominant theme of the respondent’s comments was the positive work environment at SKYCTC. One of the respondents commented:

SKYCTC is truly one of the Best Places to Work. This is in large part due to the culture of caring which exist among the leadership, faculty and staff in the college. All levels at the college are truly concerned with student success and finding ways to help all students reach their goals and highest potential.

Another respondent shared:

There is a wonderful positive spirit here, where most everyone truly cares about their work and each other. I love working here and I love what I do, who I’m doing it for, and who I’m doing it with.

One of the other respondents stated:

SKYCTC is an excellent work environment, directed by people who both strive for excellence in the work place and are concerned with the people who work for them.

The results from sections 1 and 2 were utilized to develop four common interview questions that were asked of both faculty and executive-level leaders (see Appendices F and G).

OCAI – Section 3 (Respondent Demography)

Respondents were asked about their tenure at SKYCTC, their leadership experience, their desire to become a community college president, and their willingness to participate in an interview. The demographic information of the respondents (N=75) indicated that 84% of have tenure of 0-10 years at SKYCTC; 42.7% of respondents currently hold a formal leadership position at SKYCTC; 18.9% have held a formal leadership position at other higher education institutions; 69.3% desire a formal leadership position in the future; and 8% desire to become a community college president.

Findings

Personal Influences That Support Engagement and Administrative Aspirations

According to interview participants, motivation comes from “self-interest or passion” for a particular cause or from a “sense of commitment or responsibility” to the cause. Individuals are motivated because they believe that change is the right thing to and they have a deep understanding or belief in the cause (Kezar & Lester, 2011).

Overall, the participants’ motivation centered on the desire to create positive change.

Grassroots participants used phrases such as “pride,” “vested interest,” “passion,” “proactive,” and “duty” to describe their reasoning to engage in grassroots change efforts.

Faculty who indicated aspiration to a formal leadership role commented that their

leadership desire was part of their personal career journey and ability to affect change. Executive-level leaders cited motivation to “make a difference,” “help others,” and influence change. Given the participants’ responses, three themes of positive influence clearly emerged.

Affecting Change

For grassroots participants, the desire to impact change stemmed from their passion for a particular initiative. Scully and Segal (2002) argued that employees have a great passion for their issues as a result of their daily, firsthand experiences in the workplace. Many participant responses substantiated this argument, particularly in terms of their passion for students and the institution. Misty’s passion for community service efforts and philanthropy came as a direct result of working with community college students. In her tenure at SKYCTC, she has represented the college on several community boards and began a Christmas program to ensure students could provide gifts to their children. When asked what motivated her to push for this program she responded:

We walk up and down these halls and we see these students day in and day out. We don’t really know what’s going on behind closed doors. We don’t really know what’s happening in their lives. They’re doing their best to change their circumstances. I know that. A lot of faculty and staff know that. That’s why we have to do whatever we can to try to help them and to make their lives better.

Allison assumed a leadership role on the New Student Orientation Committee in an attempt to completely overhaul SKYCTC’s orientation program, specifically orientation content, delivery method, and frequency of offerings, because she believes that student engagement and interaction is an important step toward student retention. She stated:

I love interacting with students. My favorite part of being here at this campus is interacting with students. Attending orientation is often a student’s first

opportunity to engage on campus. Employees get to greet them and interact. Then, maybe, I see a student that I met at orientation in the hallway and I'm a familiar face to them. Immediately, they have a sense of comfort at the college.

John exhibited this same passion for students through his leadership in the Student Success Center and his push for a cultural shift in the way faculty and staff members think about responsibility for student success. He relayed this passion in the following statement:

I think the people here sincerely want to help students. I think the flame of helping students and nurturing their education really trumps anything else that takes place here. We know if we want to help, we have to change. I've told anyone who will listen that it's all about making the student's experience the best possible no matter what we have to do to make that happen. I think the whole general concern about helping students is the fact that drives everything we do here.

Others were prompted to engage because of their passion for the institution itself. When asked about her preparation and motivation to engage in grassroots activities, Emily spoke of her loyalty to SKYCTC:

I came from the school of hard knocks. I feel like this college raised me. I started here when I was 18. When I leave, it's going to be like a death...or a divorce. I love it here. I was a student, then an intern, and then an employee. It's part of me and I want to leave it better for the next person.

Faculty members who expressed aspiration for an administrative position spoke about the opportunity to use that position as a vehicle to affect change at the college.

Ryan explained:

For me personally would be that I feel like I could serve students and the college in a leadership role. That's one of the main things. I feel like I could help develop some of the new people coming in. I feel like I could help them develop if I were in a leadership role. That's another thing, I feel like maybe it's just a natural progression.

Lauren shared:

The ability to affect change that has a positive impact on more people at one time versus a classroom. How can I be involved to change a campus, or college, or a program so you reach people. I guess long term, be impactful on more people.

Regardless of their personal reasons, the findings indicate faculty who aspire to formal leadership positions view these roles as a mechanism to affect change at various levels at the college: impacting students, developing peers, improving programs or campuses. Executive-level participants had similar responses. One of the motivations that influence many of the executive-level participants was the recognition of the power the position of president holds in influencing change. Peyton, who admittedly does not want to become a community college president, acknowledged that being able to make a difference could shift that aspiration from “no desire” to “desire”:

...yes, I could be convinced...if I saw this is an opportunity to make a change...not just to continue what's going on and not to make small, double changes and things like that.

Jordan, who also does not aspire to the presidency, agreed that the prospect of affecting change would be a motivating factor:

You can do some things grassroots...but to affect policy and to affect the way things move forward you really do have to be in an executive leadership position. It's that that drives me to want to move into a position like that, is to have an influence over where we're going.

Riley, who indicated a desire to become a community college president, emphasized the significance by acknowledging the ability, as president, to influence change a lot quicker than in other positions.

Commitment to Profession

Several grassroots participants focused more on their commitment to teaching or to their trade. Anne spent several years in the private sector as a corporate trainer. She

used her experience there to push faculty members at SKYCTC to become better teachers in the online environment. She said:

I've always had a passion for enabling others to learn what they need to learn. It's about facilitating the learning opportunity. I judge faculty, people who teach me. I am very critical about my education and our students are too because the world is open to them. We owe them to be the best we can be.

Melissa worked as a nurse in a clinical setting for years before taking a job as a professor in the Licensed Practical Nursing program at SKYCTC. She saw the growing need for registered nurses in the Bowling Green area, so she pushed to add program offerings.

She stated:

I thought about the profession and knew what this college needed. It needed an RN program. Nursing is always a program that people gravitate toward. We were vested in that. We wanted it and we wanted to make sure it succeeded.

Shelley considered engagement in leadership activities to be part of her job. Considering her position at the college, she discussed the importance of being proactive. This proactive nature often pushes her to come up with new ideas and initiatives in order to avoid being stuck in a reactionary mode.

Executive-level leaders cited this same commitment in their aspirations to obtain administrative positions. As a tenured educator, Peyton talked about the life-changing potential education can have in individuals' lives and the power of influence held in the presidency:

Do you want to be a president of a college that's going to take people...from where they are, poor and, you know, can't even make ends meet really from day to day, to a...that's well-respected that now they're able to provide for a child and they're so much happier?" yes, I can get on board.

Pat concurred:

For me, it's a desire to help others. That is the first and foremost. I don't think you get into education unless you really want to help others personally, or I hope you

don't, and looking at how many others can I help. For me, the goal is to get to a point in which I can help the most people I can while still being connected to those people.

Riley's commitment stemmed from the desire to use the profession to "pay it forward":

I'm driven by my commitment to serving others, my desire to make sure that I'm doing my part to give back and invest in others, because others invested in me when I didn't know what the heck I was doing...the need to help others and just to make sure that as I grow or for me to grow, I need to do my part to help others grow.

Institutional Self-Interest

Although it's a much less prevalent theme overall, several grassroots participants linked their motivation with the desire to improve the reputation or standing of the institution itself. SKYCTC was approved by the Southern Association of Colleges and School Commission on College in 2010 as a comprehensive community college, but it still operated under the name Bowling Green Technical College until 2013. Several of the participants talked about the difficulty in combating the community perception that SKYCTC is "just a tech school" or that they have very limited offerings. They spoke of the regional predisposition toward four year college as compared to other options for education and training. After completing extensive research on community and technical colleges, Dougherty (1994) summarized that laypeople often know very little about two-year colleges, believing they are only a peripheral part of the collegiate system or a landing spot for students who are unable to enter "regular" college. Even though Dougherty's research is somewhat dated, many of the participants' statements confirmed this perception. Shelley took over the strategic planning committee in an attempt to introduce ideas to improve public perception. She commented:

It is clear that our community is still not aware of what we have to offer. I was like, you know that's an opportunity for us right there to educate our community

and make them aware of the programs we have to offer, make them aware of the opportunities as far as two plus two agreements that we have with WKU². I want to make that happen.

Misty agreed:

WKU is so known and respected in this community. There's a lot of people, even to this day, that are not aware of the college and what we do. We're a hidden gem and if we can do things to get people to recognize that, then we absolutely should.

The perception that attending SKYCTC as opposed to the local public university somehow equates to a lower self-worth was a motivator for several of the study participants. Their decision to engage in grassroots efforts was driven by institutional self-interest.

Personal Influences That Dissuade Engagement and Administrative Aspirations

Challenge of the Role

All five faculty who indicated a non-desire to assume a leadership role discussed the challenges of holding administrative positions. The challenges of the leadership role cited by faculty included: demands of the job; difficulty of holding a leadership role; responsibility for other people, employee conflict and the need to be a fundraiser with declining state support. Faculty indicated the challenge of leading influenced their non-desire to assume a leadership position. Below are explanations from the faculty that illustrate perceptions of the challenges of holding leadership roles. Sally explained the difficulties of leadership:

I think leadership roles are very, very difficult. For one thing, you can't please everyone, and there's always criticism. I don't know, I just prefer not to have that at this stage in my life.

² The acronym WKU stands for Western Kentucky University in Bowling Green, Kentucky.

Scott specifically cited his reluctance to assume a fundraising role and his lack of desire to take on a position that supervises multiple faculty members:

Because of our funding, we used to get most of it from the state, now we don't. You have to be a fundraiser anymore in a leadership role. That's not for me. I think dealing with other faculty members in meetings and things like that, sometimes that's harder than dealing with students.

Executive-level participants were also influenced by the political aspects of the role of the community college president. Taylor defined the political nature of the role as "politics inside an institution. Politics at the local level, magistrates, county judges, executive city commissioners. Politics at the state level..." and further stated that this would be a negative factor of influence. Jordan agreed:

Whereas once you get to the president, there's a lot more ... your level of political involvement has to go up a great deal, and I am not interested in the political side of things.

Pat, who wants to become a community college president, stated that politics was a concern in the larger context of state-supported funding.

State support is huge. Do they have local taxation? If not, is the state supporting it at a level at which you're comfortable with? Is it a state in which the politics are trending towards maybe, and this is where it gets ... Are they trending towards being a Tea Party type state, where they're going to cut back on all governmental funding including education? Or are they a state that is supportive of education and is willing to fund that?

The political aspect of the position of community college president was a negative factor of influence on the decision to pursue the role as well as not knowing or understanding the demands of the position of president. Morgan stated:

I think it's just the unknown of what a position of higher authority entails and what the demands would be. The inability to really see the next level before considering the role...that unknown...it gives you hesitation.

Although a couple of the executive-level participants viewed the presidency as an exciting challenge, the majority discussed the difficulty in dealing with the constant changing nature of the community college and the ever-evolving role of the presidency. They also cited a lack of preparation to handle these demands. According to Romero (2004), the role of the community college president has become more complex. Given different backgrounds, experiences, and education, what happens developmentally to influence an individual's decision to pursue the presidency? Any formal or informal training of community college executive leaders must be conceptualized in the light of these changing demands.

Work/Life Balance

One major challenge that grassroots leaders face is trying to maintain the balance between work expectations and grassroots activism. True grassroots change takes time. Not only do grassroots leaders have to be patient in their efforts, but also they have to face constant battles from multiple sources. Grassroots leaders are committed to their cause and willingly agree to the extra advocacy work; yet the additional time makes them overburdened by various responsibilities (Kezar & Lester, 2011). After years of individually working to implement new ideas in to the student orientation program, Misty finally procured a leadership position on the committee where she could recruit and network with like-minded activists. The membership in this group continued to grow. At first, Misty thought this would be beneficial to her cause; however, these individuals had their own ideas about how the committee should focus their efforts. She said:

Things were going well. People became interested in what I was trying to do. But one year, we were honestly overwhelmed. I didn't even have 10 people on my committee and we had so much going. I didn't want people to become burned

out. I had to scale back. My plate was becoming too full... I couldn't do that again.

Through this experience, Misty learned a valuable lesson about how quickly grassroots efforts can snowball out of control if there is not a consistent vision.

Similarly, Allison struggled with balancing her teaching responsibilities with her philanthropic involvement. For the first few years, Allison was a volunteer within the organization before becoming the first female site coordinator in Kentucky. While she was honored to be asked to serve in this capacity, she knew it would not be easy to reconcile her roles as teacher, student, and leader:

I'm on a 10-month contract. I come back in August and things are very hectic. There are some weeks where I'm like, "Okay how can I get all of this done?" That's probably my biggest obstacle. I teach all day, make phone calls and attend meetings for [organization] after work, and then go home and do homework. Oh, and somewhere in between all of that, I have to find the time to be "mom." There's no way that I could do it if I didn't love it...all of it. Some days I do struggle with being able to put the time into it that I would like. There are other days when I feel like I'm not getting anything done.

Most grassroots leaders view their advocacy activities akin to responsibility, but the choice to engage is very demanding. Shelley suggested that this obstacle is exacerbated by the fact that funding is down, positions remain unfilled, and resources (i.e. time) are scarce. Shelley and her team spent years designing their ideal student success center, but decreased resources led to the pairing down of the original plans for the center. She said, "It became clear that it wasn't going to work exactly as we wanted. It couldn't be done. We were frustrated and felt like we were wasting time. We could've given up, but we didn't. We just came up with a new plan."

Executive-level participants were more vocal in discussing the personal factors that hinder their desire to pursue a president's role. Three of the interviewees indicated

that the balance of work and family was a key factor of personal influence that would discourage them from seeking the community college presidency. Some respondents fear that the presidency has become a 24/7/365 career and are not eager to forfeit personal freedom for professional advancement. Pat avowed:

I want to be a president. I get this red flag that pops up and says, if I do that, will I get to have a family? Will I get to see my family? That made me take a step back but then I get to a place like here and I see it being done right or it's possible to do it where you can still have a family. You can get home by 5 or 6 and make it to tee-ball games and things like that.

In terms of the college presidency, the topic of work-life balance has grown significantly (McNair, 2014). Often the multiple roles held by one individual can be in regular competition. Although no executive-level participant had experience as a college president, the majority of respondents readily recognized that consideration for the role was a professional choice full of implications on their personal lives.

Reluctance to Leave the Classroom

Faculty desire to stay in the classroom and in direct connection to students.

Among the faculty who indicated a non-desire to assume a formal leadership role, all four revealed their reluctance to leave the classroom. Scott shared:

I guess I kind of like being on the front lines with the students. I know you've heard this before, but when you make a connection and when you feel like you've helped somebody, there's no better feeling.

Sandra discussed:

You're more removed and you don't get to help and I like the little light bulb that pops on in the kid's head and saying, I was never good at math. I was never good in school. It was very difficult for me. I don't like that. And, you get to show them the reason for it, how to do it. I like doing the job. I like teaching.

All the faculty in this research study showed a high level of commitment to students. They initially became educators to work with students; leaving the classroom becomes a deterrent to assuming a formal leadership position.

Age

In addition to family, executive-level participants contemplated their age, particularly the notion of whether to pursue the position of community college president “at this age, at this stage” of the professional work cycle. This concern corresponds to survey findings from the Harvard Business Review and Bloomberg which indicated that age is a factor of influence on seeking advancement opportunities. Both surveys found that “young workers were more likely than older workers to be aiming for promotion, which makes more sense given that they are early in their careers and see more opportunity for advancement” (Lebowitz, 2015).

Age was a factor of influence for three of the interviewees in this study, who indicated that the passing of time in their professional lives is a deterrent to their aspirations to seek the role of community college president. Morgan stated:

I haven't really given a lot of thought about being a college president. I'm not a young whippersnapper anymore. I'm doing okay, but I'm not ... I'm also in the stages of life where I've got a lot of life priorities, a lot of different personal life priorities now and things like that.

Likewise, Peyton concurred:

I'm old enough now that I'm set in my career. That may sound funny, but I don't have a strong desire to sit there and keep moving up and become the president... It's not there. I think that occurs with age. When you're really young, you just want to conquer the whole world and you want to get to this position and you're not going to be happy if you don't get there.

Justifiable or not, both of these statements clearly indicate that these participants correlate the energy required of a presidency with youth. Hayden shared:

Personal factors would be: do I want to do it at my age?...Would I want to do that after having worked already 30-some years and I've seen all of this stuff. Do I have the energy and the desire to fight through all of that? It's like starting over again. You get to a point where you feel well, I can go fishing now. I can enjoy. I can leave at a reasonable hour. Do you want to turn around and go back into that grind? Those are the kind of things I would have to think about. Yeah, the money might be good, but you know what you're giving up when you step into a situation like that. Those are the factors that I would have to consider.

This third respondent, Hayden, also associates the vibrancy of youth with being a president, and adds the element of concern about the shift of work-life balance as a priority (DeZure et.al, 2014; HBR, 2014). Having been seasoned in a career that spans over 30 years, Hayden has gained wisdom and insight into the field of higher education and the changing role of the community college president. Hayden is focused more toward retirement and a changed lifestyle versus the energy and stamina required to become a community college president.

Institutional Influences

Participants noted that institutional factors also influenced their desire and decision to engage in leadership efforts. Of the institutional factors cited – its “size,” “the board,” “the faculty,” “the campus culture,” “the climate,” “growth,” “community,” and “diversity” – the dominant factors of influence were the culture of the institution (“culture of caring”), professional development, and inclusion.

Culture

SKYCTC has a strong familial culture. As the results of the OCAI indicate, the dominant and preferred culture is the Clan Culture among faculty and staff across the

institution. All nine faculty interviewed discussed the “Culture of Caring” embedded across the institution. The interview data corroborate this and explain how this culture fosters desire to assume leadership roles. One faculty member said: “I think it (Clan Culture) helps because it supports – we are looking for supportive leaders and feel we have supportive leaders and I think that does help (aspirations to leadership).” Another faculty member commented “They’re [the administration] wanting people to step up and take an active leadership role.”

Several of the grassroots participants mentioned key individuals who encouraged grassroots leadership efforts through both direct and indirect interactions. Both faculty and staff members discussed the importance of having a positive leader as a role model, of sorts, and the impact of this individual on informal learning. Positive leaders not only remove barriers and obstacles to successful leadership efforts, they serve as mentors to individuals attempting to create change (Kezar & Lester, 2011). They often meet with faculty and staff members to offer support and brainstorm ideas, they change work conditions to allow leaders the freedom to engage in change efforts, and they may serve as allies in convergence.

Allison has held various faculty and staff positions within SKYCTC. Her professional teaching experience, combined with her graduate education in counseling and student affairs, affords her a unique perspective on student development and engagement. She saw a need for an overhaul in the student orientation program, but she doubted her ability to affect real change. The president’s support for leadership at all levels of the organization influenced her willingness to take over as chair of the new student orientation committee.

I think Dr. Neal is a very positive leader. He is very supportive and I think that trickles down to our deans and other people in leadership positions. But it's not just them...everybody can have a seat at the table. He's open to ideas and he encourages you to get involved if you see a need on campus. I've seen a lot of change go down over the years and he is the most supportive.

The former SKYCTC president was a strong advocate for involvement in community service projects and strengthening community partnerships. This passion for the underprivileged student spurred faculty and staff members to embrace their own desires to get involved with area community service organizations – specifically those offering services from which SKYCTC students could benefit.

He (Dr. Hodges) supported us. He supported community service. He supported our students. He's the one that started the student emergency fund. He saw the need of our students. He wrote a check, started a student emergency fund, and asked us if we wanted to contribute. He set that example for others to follow. When I took over as site coordinator for [national philanthropic organization], he even let me use the college as a home base for our operations.

Anne also talked about the importance of a “role model” quality in institution leaders. She commented that having that visible, positive leader encourages others to behave in more positive ways within the organization.

I am very excited that we have Dr. Neal leading us. We also have vice presidents who are amazing role models. One thing I admire most about them is that they lead by example. People appreciate that: they want to emulate that. That's what going on around here right now. When I look back at leaders that inspired me, they are the ones that stand out. That “do as I say” mentality does not cut it with me. They don't just provide you emotional support, but resources as well.

Resources say that support is in word and deed.

Positive leaders help obtain resources, make essential connections and otherwise tear obstacles to initiating change. The presence of these leaders at SKYCTC both directly and indirectly encourages others to engage in grassroots leadership activism.

The results of the OCAI also indicate a desire across the college to shift towards operating in a more entrepreneurial spirit. Lauren, a faculty respondent, shared an

example of how the entrepreneurial (Adhocracy) culture fosters her desire to want to assume an administrative position:

They (administration) understand that in order to be innovative, sometimes you have to take risks. They promote that. 'Let's try.' What's the worst that can happen? They're very good in understanding that being innovative, being a leader and developing policy, technology or whatever is going to take some risk. With any risk, there's always that risk of failure, but you learn from it and go on. Among those interviewed, there was consensus that the culture at the college

supports leadership development and aspiration, even among those faculty who indicated a non-desire for formal leadership role in the future.

Ninety percent of the executive-level leaders interviewed responded that the Clan (or *Collaborate*) culture also supports their desire to ascend to the community college presidency. One interviewee stated that if the culture of the institution was like that of SKYCTC, it is "much more likely" that the respondent would seek the position of the community college president. Yet another executive-level participant added the collaborative culture of SKYTC is "a good thing" in considering the role of president. Pat, who also aims to become a community college president, cited the "culture of caring" as an institutional factor of influence and expressed "that's not something that you find everywhere." The culture of the organization, specifically the "culture of caring" present at SKYCTC, was a positive factor of institutional influence on the decision to seek the role of the community college president.

Professional Development

Offering enhanced professional development opportunities allows community colleges to design and implement programs and curriculum that is customized to meet the needs of their particular institution. It is also an ideal way to identify future leaders within the organization. Promoting individuals who have excelled and have proven their

commitment and dedication to an institution is often preferable to hiring externally (Middleton, 2009). Faculty grassroots participants noted the importance of professional development to establish their leadership and to network with other colleagues at their campus and within KCTCS. As a full-time faculty member, Melissa had held several informal leadership roles within her department, but it was the administration's willingness to provide and allow for professional development opportunities that gave her the motivation and confidence to pursue more formal positions as committee chair and faculty senate leader.

Our administration stands behind professional development. They send people to different trainings and conferences. They tend to rotate participants so that everyone who wants to has a chance to attend. They really encourage people to step up and take on a chair position or a leadership role. Dr. Neal is always coming up with new professional development ideas. He wants you to have the tools to succeed.

Institutions that make professional development opportunities available often foster greater leadership (May, 2013). Funding for professional development leads to a lower turnover rate because employees are pleased by the college's investment in them and they have a clearer overall perspective of the college's vision (Robinson, Sugar, & Williams, 2010). Shelley spoke about her experience:

Often times, our administration will encourage people to apply for leadership roles or the President's Leadership Seminar through KCTCS. My direct supervisor sat me down and said, "Hey – you should think about this. As far as your professional goals go, this would look great on the resume." They want you to proceed along in your professional aspirations as a whole. They always preserve the budget for professional development because they recognize how important it is. That support and opportunity for advancement is something that is encouraged here. It makes you consider leadership possibilities that you never did before.

Kezar and Lester (2011) asserted that conferences and workshops help grassroots leaders establish a network of like-minded professionals, learn leadership skills, formulate ideas, and garner insight into the ways they might approach change on their campus. The grassroots participants noted that the benefit from these professional development opportunities was two-fold: they were able to develop leadership skills they were lacking and they came away with “best practices” in terms of leadership tactics and strategies. Professional development opportunities that include membership to national and state professional associations allow employees to interact with other leaders, to understand the national context for initiatives, and to gain new ideas. May (2013) argued that membership to faculty-specific associations gives faculty members credibility that is important when trying to gain support from other members of their profession.

Among the five faculty who indicated they did not desire an administrative position, all felt they would be supported by administration if they desired these opportunities. Two of the nine faculty interviewed, located at branch campuses of the main campus, shared the difficulty of accessing professional development due to geographic distance and professional development programming located on the main campus. Lauren, when speaking about barriers to leadership development shared, “Probably the only thing is being at an off-site location, not that it doesn’t promote it, but it just makes it a little bit more difficult.”

Another finding of this study is the need for a more structured leadership development program. Three of the nine faculty felt strongly that neither the college nor KCTCS provided significant training for aspiring leaders. When asked about how executive-level administration could support his leadership future, Daniel commented:

Develop a leadership development program. Create one, so that whether or not they want to stay here – that was a philosophy I learned a long time ago in industry. You're only as successful as the people around you. The more people I had working with me that got promoted – that's what you did. Your job was to develop so they could take over.

Executive level participants also indicated that the area of leadership development needs to be improved at the college. When asked about the aspects of SKYCTC's culture that do not support leadership development, Jordan outlined:

Within faculty it's a pretty well defined promotional chain. For staff, it's not quite as clearly defined. I know that we are working on that, the college is working on that, but there's not a clear-cut path or route. As far as I can see, it's...For example, for me, there's no clear-cut where would I go from here, what would be my next step if I wanted to move up. Right now, the way that works is I talk to my supervisor and say I'm interested in more responsibility, but in terms of clear-cut progression for staff I don't think it's there.

Jordan asserted that the college can improve upon this lack of path progression by providing a defined pathways to advancement.

Even though participants discussed a lack of formal leadership development opportunities, SKYCTC does offer one professional development opportunity specifically designed with the intention of cultivating future leaders. The newly created "Assistant to the Dean" position was a frequent topic among the faculty interviewed. This new position, created by the executive-level leadership at SKYCTC, was established to cultivate future leadership at the institution, particularly within the academic units of the college. The Assistant to the Dean position is a rotating, 2-year leadership term and faculty are selected within their academic division. This "Dean in training" shadows the division dean and is responsible for reviewing syllabi of adjuncts, scheduling classes for the department, handling student complaints, and facilitating and scheduling professional development trainings. The faculty see this position as a way to

develop the next set of formal academic leaders and as an avenue to explore or “try out” a formal academic administrative role.

Inclusion/Being Asked

Community colleges often have a unique set of challenges. Many community colleges have multiple branch campuses or satellite locations with which they must contend. The relationships between the branch locations and the parent institution are complex, dynamic, and labor intensive. These campuses often have their own individual cultures and norms. Administrators often have to work diligently to blend the mission of scholarship, teaching, and community engagement between the branch and main campuses (Dengerink, 2001). Deliberate efforts to include more people in campus activities, leadership development, and the decision-making process helps increase support for initiatives and motivation for involvement (Fulton-Calkins & Milling, 2005). SKYCTC operates at six different locations. The furthest branch from the main campus is approximately 40 miles away. Melissa, an employee on one of SKYCTC’s branch campuses noted:

It helps when our president is very visible. In fact, he has a new employee luncheon or seminar and he rotates that among the campuses. I think they do it every other month. It’s nice because new employees get to see the branch campuses, but we also like seeing the president on our turf as well. That’s something we asked for, and he made that happen. We also rotate faculty senate meetings among the campuses. I think that’s also helped a lot. Everyone feels included and they have a voice.

This concept of inclusion is not unique to the decision-making process. Many participants discussed the importance of having administrators show interest in their job. For example, Emily, a faculty member also located one of SKYCTC’s branch campuses, stated:

One of our administrators comes to my class. He's the only one who's guest-lectured for me. The students connect with him instantly. He gives them his contact information so they know if they ever need anything, they can contact him. He just makes that connection with them. Students love that...I love that. He shows interest in my program and he goes out of his way to do so. That makes me want to return that favor or pay it forward. I want to get involved and do things to help out.

Inclusion is often the first step to relationship building among administrators, faculty, and staff members (Wallin, 2008). Inclusion also means asking employees to assume leadership roles or take on additional responsibilities. Faculty may not seek out formal leadership positions or feel they have the requisite abilities to move in to administrative roles. Five of the nine faculty who participated in the study who indicated a lack of desire to aspire to an administrative position explained that while they do not plan to apply for these roles, if they were approached by administration they would consider assuming a leadership role. The following statements from two faculty illustrate this point. Rachel shared:

If push came to shove and they really wanted me to do it, I would do it. If I'm choosing on my own, I prefer not to. If administration felt that positive about my work and my contribution, then I would take it on – only because they asked me to, not because I volunteered to.

Ryan explained:

Maybe ask me for some opportunities, ask me to do certain things...we have a need. He would be a good fit. Can you give him some time to do it?

The findings from the interviews indicate that although faculty may not aspire to formal leadership positions, administration influences how faculty think about taking on administrative roles at the college. The influence of “being asked to lead” by administration impacts faculty decisions to consider leadership roles. Additionally, executive-level participants cited the importance of inclusion on their decision to pursue

the presidency. Of those who indicated a lack of desire to assume the presidency, one of the factors that would cause reconsideration is the notion of “being asked” and being needed. Casey indicated:

If there was a need for it and I was asked to pursue to a higher level of authoritarian position, then I would definitely do that if it would help the school in general. If there was a definite need for it and I was asked to do it, it would be like what I'm doing now. I would do the best possible job that I could in that position. This informal process of identifying future leaders has been referred to as

“tapping” (McNair, 2014). For participants in this study, the “tap” on the shoulder becomes a strong catalyst for serious consideration of a presidential position. The theme of being asked was also present in half of the executive-level participants’ responses to the question of the advanced leadership opportunities they had led. Several participants had all been asked to step into various formal and informal leadership roles, including spearheading projects and leading groups; assuming interim leadership appointments and other advanced leadership roles; leading professional development, and accepting special assignments.

Peers and Mentors

Mentorship emerged as an institutional influence on grassroots activism. Through the mentoring process, grassroots leaders have the opportunity to create a strong group of individuals with a commitment or passion for the issues on which grassroots leaders hope to make change (Kezar & Lester, 2011). Many of the participants spoke about the necessity for making personal connections and creating networks of like-minded individuals on campus. John commented on the importance of using this tactic:

You need to put the right people on the ship. Managing your talent is a big piece of this whole puzzle. And if you’re going to get the right people on the bus, you’ve got to be very cautious in how you go about doing that. We often put so

much effort on the student that we forget about the people who are supporting the student and getting them through.

Emily recognized mentorship opportunities with new hires:

I think we can do a lot when new employees are hired. I try to get them involved in my initiative right away. If I were a new employee at SKY and I knew this was going on and I knew my coworkers were involved, I would just immediately jump in too. I make them think that's just the way we work. Then I'll get emails from them that say, "I'm new here. I've never done this before. Tell me how I can help."

Once they've opened the door, Emily uses the opportunity to share her passion about the program, to talk about the benefits to both the community and the college, and to expose them to the campus culture.

Among the faculty participants, a strong presence of peer and mentor influence emerged, influencing faculty decisions to aspire to leadership. All nine faculty noted that the level of peer influence affects how faculty make decisions about assuming leadership positions. Of the faculty interviewed who indicated a desire to assume a formal leadership position, several noted the role peers play in their aspirations to leadership. One faculty member discussed her decision to run for a faculty leadership position: her peers told her to "try it and see; go ahead and run". Ryan shared his experience with a peer mentor in his academic division:

My mentor's always looking for something to shovel me into a position. He's always looking for ways to get people involved in local leadership opportunities. Like the SOAR committee, he recommended that to me. He recommended to the Dean that I become the scholarship committee head. He's even talked to me about being a program coordinator of a program.

The results among the five faculty who do not desire a formal leadership position also support the power of peer influence. Sally encouraged her peer to apply for an Academic Dean position:

I was just very blunt and said, “I hope you’re going to apply for that position.” Since I’m not interested myself, it does give me a little extra...I don’t know if clout is the right word, but I can see who would make a good leader, having been a leader before, and this person’s already taken on a lot of informal leadership, so I can see myself being supervised by the person.

Formal and information mentors often help individuals see areas where they are well prepared for leadership. For all the faculty interviewed, a clear connection exists with peer encouragement among faculty as they think about entering formal leadership roles.

Promotion

SKYCTC possesses many of the same characteristics as other colleges within KCTCS such as institutional structure, faculty rank and governance. SKYCTC is unique in that it is the only KCTCS institution with no tenured or tenure-track faculty. Instead, some faculty at SKYCTC have “continuing status” much like the tenure and tenure-track system and can enter and move through the promotion cycle. The absence of faculty tenure at SKYCTC is a result of the college’s history operating primarily as a technical college (Bowling Green Technical College) up until 1997. During the passage of the Postsecondary Education Improvement Act in 1997, Bowling Green Technical College had no community college to merge with; thus, tenured faculty were never a significant part of the institution as is the situation at other colleges within KCTCS.

Nonetheless, KCTCS does have a formal faculty promotion process developed solely for the purpose of improving the programs by continually upgrading the quality and performance of faculty member. SKYCTC faculty members are eligible and encouraged by college administrators to participate in this promotion process. Many faculty accept formal and informal leadership positions to advance their movement

through the promotion cycle from Instructor to Assistant Professor to Associate Professor to Professor. Of the five faculty who indicated a desire to assume a leadership role, none mentioned promotion as part of the reasoning for desire to assume a formal leadership role in the future. Two of the four faculty who indicated a non-desire to assume a formal leadership position discussed the role of promotion. Rachel commented:

There have been a lot of leadership activities. Basically, as you go through the promotion process, you have the opportunity to take on leadership roles in committees, activities and things like that.

Sandra shared:

This is what you should be looking for or with your first promotion, you don't need any leadership at all. You just need to be on a committee but the next one you do need to lead that committee. Then looking for a leadership role for the last one, you need to have one. They let you know what your goals are for your promotion and how to do everything.

The statements could imply a separation among faculty who view the promotion cycle as an avenue to do just that: advance through the promotion cycle because it is what is required by their performance evaluation and not out of desire to build leadership capacity and experience to be prepared to assume a formal leadership role.

Trust

Trust plays a vital role in a developmental culture. In their study of leadership development in community colleges, Robinson et al. (2010) found that trust played a key role in an employee's decision to assume a leadership role within the institution. The authors were not talking about one-way trust; they discussed the importance of employees being able to trust their supervisors and administrators and having their trust in return. They argued that leads to increased perceptions of openness and transparency in college leadership. Although it was not as prominent of a theme, several participants

talked about the importance of trust. David, a full-time professor in a technical program at SKYCTC, works closely with the administration to ensure their programs stay responsive to industry needs. This collaboration often requires both parties to face hard truths and to change policies and procedures with which everyone is comfortable. David embraces this role because of the trust he has for his administration. He said:

I have a really good relationship with administrators here. I trust them. They have always treated me well. I feel like can go in and speak to them about anything and they'll listen. They know that when I come in to ask for something, or I have an idea to pitch, I'm doing it because it's the right thing to do for our students or community partners. I've cultivated that relationship with them and I feel like I've earned their trust in return.

Shelley also spoke about the importance of trust in an employer-employee relationship. She said that knowing that her administration supports her allows her to pursue leadership roles. She commented:

I think professionally what I look for in an employer is trust...someone who has faith in me. I just want someone to feel like they made a good hire. I don't want them to sit back and say, "I don't really know if she can handle that." I honestly feel like the administration is supportive and that they believe in the faculty and staff here. They support your initiatives and they encourage your leadership opportunities. This makes it easier to step out on the ledge and go for it.

In a presentation on SKYCTC's workplace ethics initiative at the KCTCS New

Horizons Conference, a SKYCTC administrator shared a segment entitled "Leadership Lessons Learned." He said that one of the most important lessons they learned was the importance of trusting and empowering employees. He stated, "You have to believe in your people and trust them to do a good job. If you empower them, they will work hard to succeed and they'll do this because they want to." David concurred that trust from the administration allowed faculty leaders to break through the fear and anxiousness of developing a program that would ultimately change the way faculty members controlled their classrooms. The support and trust ultimately led to the implementation of a

nationally recognized initiative (2015 Faculty Innovation Award of Excellence from the American Association of Community Colleges).

Summary of Findings

The findings from this study clearly indicate that the participants are motivated and influenced by both personal and institutional factors when they consider assuming leadership responsibilities. Participants cited the desire to affect change, commitment to their profession, and institutional self-interest as personal influences that support engagement in leadership efforts. Personal experience and years of employment in the higher education system have led to a cognizance of what study participants believe to be critical issues facing today's students. For these participants, this awareness has led to a passion that has fueled their interest in advocating for the cause. This passion spills over into their commitment to their profession; as a professional in higher education, their sense of obligation to rectify any perceived injustices influences engagement. Participants were also more likely to want to engage in formal and informal leadership roles if the focus is on actions that are advantageous to the organization or themselves. Many viewed this self-interest necessary for the growth of the institution.

Interviewees also discussed personal influences that discourage their decision to engage in leadership activities. Having to deal with the constantly evolving position of the presidency and the challenge of administrative roles, balancing career with personal life, and being reluctant to leave the classroom were all cited as negatively influencing a participant's decision to seek leadership roles. Participants felt that one thing administrators can do to encourage individuals to step into leadership roles was to clarify the responsibilities of available positions. Likewise, participants cited institutional

influences that affected leadership involvement. In all three areas of this study, participants talked about the role institutional culture plays on leadership aspirations and efforts. SKYCTC's culture positively influenced grassroots leaders to engage in change efforts, faculty member to consider assuming administrative roles at the college, and executive-level leaders to aspire for the presidency at institutions with similar cultures. Although the emphasis relied heavily on having a positive leader who encouraged involvement and inclusion, one of the more dominant themes from this study was the impact of available professional development opportunities. Many participants cited a desire to affect change, but felt they lacked the necessary skill to influence others. Professional development opportunities served as vehicles for leadership training and building confidence. For the participants in this study, being encouraged to participate in professional development opportunities also served as proof of the administration's trust in their leadership potential and enhanced their feelings of inclusion.

Common Themes and Corresponding Recommendations

Higher education is constantly evolving. New initiatives or advances in technology require faculty and staff to conduct business differently. I am an advocate for targeted professional development. As KCTCS president, I want to continue to invest in employee professional development including providing regional specialized workshops for all employees, allowing faculty and staff participation in state and national conferences, and arranging short-term appointments within business and industry for our technical faculty. I also want to continue the highly successful KCTCS President's Leadership Seminar that has gained national recognition for its efforts in preparing future leaders within our system.

- Dr. Jay Box, KCTCS President

The purpose of this study was to identify the motivations and influences of individuals to assume leadership roles. The data from grassroots leaders, faculty and executive-level leaders at SKYCTC were compared using meta-analyses to determine themes and/or variations among the three groups. The common factors of influence among

grassroots leaders, faculty and executive-level leaders outlined in Table 2.6 are affecting change, the culture (“culture of caring”), and leadership/professional development.

Table 2.6 – Comparison of Factors of Influence (B)

Factor of Influence	Grassroots Leaders	Faculty	Executive-Level
Age			X
Family			X
Work/life balance	X		X
Making a difference / influencing change	X	X	X
“Being asked”		X	X
Desire to help	X		X
Culture – “culture of caring”	X	X	X
Politics			X
State of the institution			X
Unknown			X
Peer and mentor influence	X	X	
Leadership/professional development	X	X	X
Promotion		X	
Challenge of the leadership role		X	
Reluctance to leave the classroom		X	
Passion	X		
Trust	X		

Borregard (2015) Tipton (2015) Waggoner (2015)

Based on the dominant themes that emerged in this project, we make several recommendations to increase the aspirations for leadership on community college campuses. The goal of these recommendations is to identify influences that impact an individual’s decision to engage in leadership activities and factors that affect these leadership efforts. Our hope is that our research provides a snapshot of the various leadership influences that exist on community college campuses and that administrators can use these recommendations to foster leadership aspirations within the institution.

1. **The Desire to Affect Change** – At all levels, participants discussed the desire to engage in leadership efforts that have the potential to bring about marked change.

a. **Alleviate the Fears.** Interview responses indicated that participants are very passionate about the desire to create change; however, they fear that these efforts may be futile. No rational employee expects every leadership effort to produce its desired goals, but administrators can assuage faculty and staff concerns by ensuring they know that activism is accepted and valued at the institution. Establishing an open-door policy can provide an avenue through which employees can address these fears with their administrators.

b. **Allow for Leadership Experiences.** Learning leadership skills out of a textbook or in the classroom will not prepare experienced leaders. As with any personal or professional undertaking, practice is necessary. Providing ample opportunities to lead groups or chair committees will allow the individual to connect theory with practice.

2. **The Impact of Institutional Culture** – Institutional culture plays a significant role in an individual's decision to engage in change efforts, the methods used to lead, and their expectations of success.

a. **Understand the Culture across the Institution and the Differences that Exist.** Gaining an understanding of the dominant and preferred cultures at the organization allows executive-level leadership the ability to diagnose how employees are feeling about the institution. If employees understand the differences in the current culture of the institution, it can help them decide

how to tailor potential leadership efforts. Recognizing the preferred culture and taking deliberate steps to move the organization toward this culture can encourage employees to engage in activism.

- b. **Create a Culture of Caring.** An overwhelming majority of survey respondents and interview participants indicated the desire to lead and operate in a Clan culture. The perception is that this culture is more supportive of leadership efforts that lead to caring, energy, and innovation. In order to create this culture, Willoughby (2014) cited strong leadership that focuses on the people so they feel they matter, are heard, are appreciated and empowered. Adopting an open-door policy, encouraging employee engagement, fostering relationships based on empathy and trust, and cultivating a service-oriented focus are all ways that administrators can promote a culture of caring.

- 3. **The Availability of Leadership and Professional Development** – Formal and informal opportunities for leadership and professional development support motivation to become senior leaders. The availability of these opportunities emerged as a dominant influence on whether or not participants engaged in leadership efforts.

- a. **Establish a Formal Leadership Development Program.** Community colleges would benefit by developing formal leadership development programs for their employees. The creation of such programs would define the pathways to promotion and provide opportunities for advancement needed for promotion. As part of this leadership

development program, a position similar to the “Assistant to the Dean” that is currently in place at SKYCTC could be developed – an “Assistant to the President” as training ground for those who have aspirations to ascend to the community college presidency. This position would allow individuals a firsthand glimpse into the presidency, thus removing the barrier of not knowing what the presidency entails.

- b. **Set the Bar High.** Executive leadership positions often require doctorates, yet few faculty and staff members mentioned receiving strong encouragement to pursue this terminal degree. Having employees with this credential increases the number of in-house qualified candidates for upcoming vacancies. Providing employees with release time or support to complete a doctoral degree would be justified in addressing the crisis in the leadership pipeline.
- c. **Allow for Bottom-Up Professional Development.** Not all professional development opportunities need to be presented by administrators. Research indicates that faculty and staff members often embrace the legitimacy of bottom-up professional development opportunities because they felt that it was an opportunity to discuss and explore ideas without feeling pressured to participate. Encouraging faculty and staff members to create and promote professional development opportunities can give a voice to employees at all levels of the organizational hierarchy.

4. **The Importance of Peer/Mentor Influence** – Through mentorship and networking, leaders have the opportunity to create a strong group of individuals with a passion for their common interests and the support leaders need to succeed.
 - a. **Enhance Peer-to-Peer Mentorship Opportunities.** Peer influence is significant among individuals across the institution, particularly among faculty as they aspire to leadership. As part of a new employee orientation programs, administrators should assign peer mentors (experienced employees) with similar positions to new hires.
 - b. **Be a Mentor.** Administrators should embrace the opportunity to share their leadership journey with others and to help others who desire administrative positions to develop an appropriate career path. An intentional connection with faculty and staff members early in their tenure may encourage them to plan a career trajectory instead of letting circumstances determine their career paths. Sharing knowledge and experiences is good communication practice and provides context for aspiring leaders.
5. **The Importance of Being Asked** –Administrative support matters to individuals' decisions to engage in leadership. One of the most influential ways that administrators showed support was to ask people personally to assume a leadership role.
 - a. **Ask People to Lead.** Many individuals indicated that while they are not interested in a formal leadership position, they would step up and assume a position if asked by administration. Asking employees to take on

additional responsibility may influence their desire to take on leadership roles in the future.

b. **Ask Executive-Level Administrators to Assume Advanced Leadership**

Opportunities. According to the participants in this study, many leaders will respond to advanced leadership opportunities simply by being asked to do so. Research findings indicated that even among those who lacked the desire to assume the community college presidency, they would accept the position if asked. Administrators at the system-level or the local college president can provide opportunities for executive-level leaders to take on special projects to hone their skills and to prepare them for advanced leadership opportunities in the future.

6. **The Goal of Maintaining a Work/Life Balance.** In the higher education setting, leadership efforts take time. While many participants were committed to their cause and willing to do extra work, they expressed concern that they may be overburdened by their numerous responsibilities.

a. **Reap What You Sow.** Leadership is worth it. Too much emphasis is placed on the negative side of leadership and its all-consuming tendencies. Administrators need to actively promote the benefits of leadership (both personal and professional) and share these viewpoints on campus so that employees can recognize the positive aspects of engagement in leadership efforts.

b. **Establish Realistic Work Goals.** Several participants discussed the importance of keeping a realistic perspective when engaging in leadership

efforts. Employees are less likely to become overburdened if they establish clear and realistic short- and long-term goals. Establishing these objectives can also help employees strategize to realize these goals.

Conclusion

The purpose of this technical report was to examine current leadership pipelines existing within the community college (grassroots leaders, faculty, and executive-level leaders) and identify the personal and institutional influencers that affect individuals' decisions to engage in leadership efforts. The results of this case study show that individuals are influenced by many factors as they consider both formal and informal leadership roles within the community college. The findings clearly reaffirm our assumption that institutional culture plays a significant role in leadership aspirations and decisions to engage. The manner in which the current institutional culture fosters aspirations to leadership, both formally and informally, came up in interviews with all three participant groups. Participants shared throughout the study the current institutional culture is one that promotes career mobility and professional development. Another key finding among the executive-level leaders and faculty was the importance of "being asked" by administration to take on formal leadership positions. Among both those with aspirations to assume formal leadership and those without, most indicated they would take on necessary leadership roles of the future if the college administration needed them and said so. Although many grassroots participants mentioned the importance of having a "supportive" administration, they did not base their decision to engage in leadership activities on whether or not they were asked by their administration to do so.

The study found that the major reason participants consider a formal or informal leadership role was to improve the college or make a difference. This desire did not reflect a distrust of the current administration to improve the system. Instead, participants adopted an “all hands on deck” attitude in terms of dealing with the multiple missions of the college. In most instances they recognized that their placement within the organization afforded them the opportunity to affect change. The majority of the participants in this study felt that SKYCTC administrators were actively encouraging employees to participate in both formal and informal leadership roles on campus as well as taking the steps to prepare for career advancement options outside the college. Administrators encouraged participation in doctoral programs, offered professional development activities within the college, and personally reached out to individuals to encourage pursuit of leadership positions.

This intentional research provides leaders across community colleges and within KCTCS a greater understanding of behaviors, decisions, and perspectives regarding moves into formal and informal leadership assignments. Gaining a deeper understanding of motivators that contribute to the decision to engage in leadership efforts provides a framework for leadership development planning and programming.

CHAPTER 3

LEADERSHIP ASPIRATIONS OF FACULTY IN THE COMMUNITY COLLEGE: INSTITUTIONAL AND PERSONAL INFLUENCERS

Background

The future of community college leadership is at the forefront of concern at many institutions across the United States. Community colleges, with their historically different organizational cultures and complex missions in comparison to other institutions of higher education, are hard pressed to find their next set of qualified leaders. Community colleges face challenges today that were not elements of the decision-making structure over the last twenty years. Dramatic declines in state funding, provision of services for the diverse student masses and swift response required by business and industry require community colleges and their leadership to be positioned “to modify the institution’s culture, mission, processes and procedures to enhance institutional effectiveness” (Locke, 2006, p. 2).

The impending retirements among senior faculty who might have moved into formal leadership positions, combined with the increase of adjuncts and the decrease in tenure-track positions, compounds the current external and internal pressures to find future leadership. The retirement outlook for community college faculty shows that 80% of full-time faculty across the nation are eligible or plan to retire between 2017 and 2022 (AACC, 2016). In Kentucky, the situation mirrors the worrisome national trend with over 50% of full-time KCTCS faculty eligible to retire in the five years (KCTCS Human Resources, 2013). The pipeline for future faculty leadership has decreased due to these impending retirements. Faculty also express reluctance to assume the leadership positions (Evelyn, 2001). Although many reasons may exist for faculty aversion to

advance through the academic leadership ranks, there is evidence that institutional and personal factors play a role in faculty decision making, behavior, and activities (Evelyn, 2001; Cooper & Pagatto 2003; Malik, 2010; Mahon, 2008).

Purpose Statement and Research Questions

Impending faculty retirements and the lack of faculty moving into entry and mid-level formal academic administrative roles have reduced the pool of qualified leaders from within community colleges. In Kentucky, the faculty retirement situation mirrors that of national statistics. At just one rural and one urban community college within the Kentucky Community and Technical College System (KCTCS), it is estimated that 55% and 49% respectively of currently employed full-time faculty are eligible to retire in the next five years (KCTCS Human Resources, 2013). In addition to concerns regarding the anticipated percentage of full-time faculty retirements, there is an increasing reluctance to move into administration among faculty who once occupied the majority of formal administrative positions (such as Division Chair, Associate Dean, Dean, Director or Vice President/Provost) at community colleges (Evelyn, 2001). This growing trend could indicate that administrative roles do not align with the faculty culture. For example, faculty are challenged with supporting their academic disciplines and their peers. Academic administrative leadership requires a balance of understanding the structure and challenges facing the overall institution and of those of particular units or departments of the college (Bergquist & Pawlak, 2008). Faculty who assume leadership roles may struggle with the ability to balance the culture of their own academic disciplines and the complexities of institutional factors such as organizational culture, governance and structure.

As will be discussed below, the existing literature on community college leadership shows a reduction in the availability of faculty who once occupied the majority of academic administrative roles and an increase in the reluctance of faculty to assume these roles. The available literature points to the lack of individuals in the pipeline to assume the leadership vacancies of the future within the community college. This study will add to the limited research on faculty leadership within the community college through an examination of the role institutional and personal factors play as faculty consider assuming formal leadership roles. Such an understanding is important to institutional planning and programming by current community college leadership.

Research Questions

With the reluctance of faculty to assume administrative roles coupled with the anticipated increase in the number of community college academic administrative positions to be filled, research is required to answer the following questions:

1. What personal factors contribute to faculty aspirations to formal leadership roles in the community college?
2. What institutional (environmental) factors contribute to faculty aspirations to formal leadership roles in the community college?

Conceptual Framework

To better understand personal and institutional (environmental) factors which influence faculty aspirations to leadership, the Social Cognitive Career Theory (SCCT) was used as the guiding conceptual framework for this study. SCCT describes career development as a complex interaction between an individual, his/her behavior and the environment. SCCT emphasizes cognitive-person variables that enable people to

influence their own career development, as well as extra-person (e.g., contextual) variables that enhance or constrain personal agency (Lent, Brown and Hackett, 2000). SCCT “represents a relatively new effort to understand the processes through which people form interests, make choices, and achieve varying levels of success in educational and occupational pursuits” (Lent, Brown and Hackett, 2000, p. 36). SCCT is comprised of two distinct foci for understanding an individual’s career development: (1) cognitive-personal variables such as self-efficacy and personal goals and (2) environmental attributes. This study investigated cognitive (personal) and environmental (institutional) factors of influence on faculty aspirations to formal leadership roles within the community college.

Personal Factors

The available literature on aspirations among faculty to assume formal college leadership positions is scarce. Among the studies of motivation to aspire to formal leadership, most focus on the corporate world with an emphasis on leadership traits necessary for effectiveness and managerial succession planning. Less literature is available on leadership aspirations among faculty in higher education, particularly in the community college.

Some of the few studies conducted on college faculty aspirations to formal leadership roles do offer insight to the challenges and barriers facing faculty. For example, a study conducted by DeZure, Shaw and Rojewski (2014) investigated factors that support and/or impede the development of academic leaders at a four-year university. The findings show several personal factors negatively impacting faculty aspirations to formal leadership positions. These include: (1) loss of academic life, (2) the difficulty of

leading now, (3) redefined relationships with peers, (4) a lack of understanding what leadership roles entail, and (5) work-life balance (p. 3). The results of DeZure, Shaw and Rojewski's research (2014) support the SCCT framework and can be applied to this study to better understand the personal-cognitive factors which influence faculty decisions to move into formal leadership positions.

Faculty tend to be attracted by the autonomous nature of the academic environment, and tend to be oriented to "self-initiated behavior" (Sloan, 1989). The foremost influencers of faculty motivation to leadership positions include (1) intrinsic motivation: a desire for the opportunity to develop new ideas, improvement of classroom teaching strategies, provision of a positive learning experience for students, intellectual challenges, job security and (2) autonomy: flexibility and academic freedom in the classroom (Malik, 2010; Mahon, 2008). Identifying faculty motivators to formal leadership roles will inform of potential tensions that may exist.

Faculty operate in and consider many facets of their professional lives as they conduct work in the diverse subcultures existing in the higher education arena. According to Kuh and Whitt (1988), two elements prevail in faculty culture. They state, "academics make up one homogenous profession and share values of academic freedom, individual autonomy, collegial governance, and truth seeking; and academics make up a complex of sub professions characterized by fragmentation and specialization" (p.7). Faculty may personally struggle with perceptions by their peers of leaving the profession and moving to the "dark side of the institution" (Mahon, 2008).

Cooper and Pagotto (2003) note that some faculty members accept formal leadership positions “by default as a result of a leadership void at their institution” while others are motivated to seek out formal leadership roles and welcome “the opportunity to learn more about their institution” (p. 3) as it aligns with their career trajectories. Career pathways for faculty historically have included a step-ladder movement into formal academic leadership positions such as starting as a Division Chair or Associate/Assistant Dean, then to Dean, Director and then to Vice President/Provost. Faculty who are intentional about seeking out formal opportunities for leadership view these roles as a way to advance their career goals and be a stronger voice in overall institutional decision-making.

Many faculty enter formal leadership opportunities without previous experience in leadership training and development programs. Cooper and Pagotto (2003) point to this issue as they state faculty “may have well-developed teaching skills but not necessarily the requisite leadership skills” (p. 2). “Often, faculty do not make conscious choices to step into leadership, but instead find themselves drawn in because of their expertise or their influence on others” (p. 2). From the moment of employment at the community college, faculty experience pressure to assume leadership responsibilities without a clear understanding of the role as leader. Much of this pull is due to the need to enter the promotion cycle upon arrival at the community college from Instructor, to Assistant Professor to Associate Professor, and then to Professor. Over the course of the promotion cycle, faculty may assume a wide variety of informal leadership positions such as chairing committees, leading faculty employment searches, serving on promotion and tenure committees, and other college-appointed committees. As faculty become more

senior in their academic units, they may decide to enter more formal academic leadership roles by assuming positions as division chair, dean, or director. While institutional policy dictates the advancement opportunities for faculty based upon the availability of tenure-track and non-tenure track positions, it is a personal decision for the majority of faculty currently occupying non-tenure track positions to enter in and continue on in the promotion cycle.

In summary, the review of the literature shows many personal factors influence faculty as they think about aspiration to formal leadership roles. To better understand personal factors of influence, SCCT guided the development of the cognitive-person factors for this study. SCCT focuses on several cognitive-person variables such as self-efficacy, outcome expectations and goals (Lent, Brown & Hackett, 2000, pg. 36). When tied to the review of the limited available literature on faculty aspirations to leadership, SCCT suggests the following personal factors require investigation:

- (1) career trajectory – the path and progression of an individual's positional movement within the organization. For faculty, this is their movement in the institution from faculty positions to other positions within the institution/higher education
- (2) faculty preparedness – the perceptions among faculty that they possess the requisite skills to successfully move into formal leadership roles
- (3) peer influencers and the role peers play both positively and negatively in faculty decision to assume formal leadership roles and
- (4) work-life balance which includes managing the demands of both work and family/home life.

Institutional (Environmental) Factors

In addition to the personal factors that might influence faculty aspirations to formal leadership positions, environmental factors may also impact faculty. The SCCT framework asserts that “objective and perceived” environmental factors influence career development (Lent et. al, 2000, p.37). In SCCT, these environmental attributes can include an array of factors such as conditions of the environment, economic conditions and parental behaviors (Lent, et. al, 2000). This study utilizes SCCT to examine the manner in which environmental factors such as culture, structure and governance of the organization influence faculty aspirations to formal leadership positions within the community college.

Faculty may struggle with factors outside of their personal scope. Barden and Curry (2013) discuss the role of institutional influences and their effect on faculty aspirations to leadership. The authors state “academic culture tends to be suspicious of faculty members who desire administrative responsibility” and “decision making structures in higher education also contribute to limited leadership development for faculty members” (p. 1). Maxwell (2009) discusses the increasing nature of faculty disengagement with governance issues stating, “governance of colleges and universities is, for the most part, significantly more complicated (and time consuming) than it was just a few decades ago” (p. 6). This increased complexity may also influence faculty as they consider movement to formal leadership positions.

Organizational Structure and Governance

The issues of faculty governance and state structure within the community college have affected the role of faculty and the organizational cultures in which they operate.

Community colleges are often described as bureaucratic institutions (Cohen & Brawer, 2003). Kater and Levin (2003) state, “academic institutions which operate under a state charter, with formal hierarchies and channels of communication, and policies and rules that govern much of the work are often described as bureaucratic institutions” (p. 3). In these types of organizations, individuals operate under much more formal structures that influence the level of decision making authority. Further, a bureaucratic institution “incorporates issues of power, conflict and politics to conceptualize academic decision-making” (Kater & Levin, 2003, p. 4). In Kentucky, the community college system operates under a state structure mandated by the passage of the 1997 Postsecondary Education Improvement Act (PEIA), or House Bill 1 (HB1). The PEIA established KCTCS and joined 14 community colleges with 15 postsecondary technical institutions into college districts in 1998 and then in to 16 comprehensive community and technical colleges in 2008.

Organization culture and organizational structure have a dependent relationship with one another. Often, culture is built around the organizational structure. Those operating within the structure tend to shape their beliefs, perceptions and values around the arrangement of the organization. The increasing hierarchical nature of the community college impacts faculty in their ability to be involved in decision-making processes within their institution. Grubb (1999) examined faculty in the community

college setting and found organizational structure to be a source of tension between faculty and administration. In Kentucky, the sixteen community colleges that comprise KCTCS operate under the auspices of the System Office. Faculty who teach in this system operate under multiple structures within their department, college, home campus, and the System Office. In other words, the faculty operating in the 70 KCTCS college campus locations may experience college and campus cultures made even more complex with the presence of the diverse cultures within specific academic units.

In addition to the structural complexities of the institution, the landscape of faculty hiring practices is changing. Nationally, the pipeline of tenured and tenure-track faculty across higher education has dramatically changed over the last thirty years moving from 78.3 percent on the tenure track and 21.7 percent on a non-tenure track to current figures of only 33.5 percent of faculty having tenure or on the tenure track and 66.5 percent ineligible for tenure (Kezar & Gehrke, 2014). In the community college, the national data indicates that 68.7 percent of faculty are either part-time or non-tenure track, 13.8 percent are full-time and non-tenured and only 17.5 percent are either tenured or on the tenure track (Kezar & Maxey, 2013).

The decreasing trend of tenured and tenure-track faculty holds for KCTCS. From 2007 to 2011, the number of tenured faculty across the System dropped from 41.8 percent to 38.2 percent and the number of tenure-track faculty decreased from 11.4 percent to 6.9 percent (KCTCS Factbook, 2013). Clearly, the landscape of faculty tenure is dramatically changing in higher education, particularly at the community college and specifically within KCTCS. The trend to decreased presence of tenured and tenured-

track faculty threatens a reduction in faculty available and qualified to assume future administrative positions.

Organizational Culture

Many definitions of organizational culture have been offered by management theorists over the last several decades. Schein (1993) defines organizational culture as “the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its external adaptation and internal integration problems” (p. 12). Tierney (1988) states that an organization’s culture is revealed not only through what the organization does but also in how those activities are accomplished and who among those within the institution are involved in carrying out those activities. He notes that an organization’s culture also “concerns decisions, actions and communication both on an instrumental and symbolic level” (p. 3). Tierney further asserts that organizations at varying times possess what he calls “webs of significance” (p. 4). When these webs intersect, conflict often arises causing leaders to deal with organizational culture “in an atmosphere of crisis management, instead of reasoned reflection and consensual change” (p. 4). Diagnosing culture provides a powerful tool to better understand the values and sentiments of those working within an organization to better deal with its issues (Smart, Kuh & Tierney, 1997; Tierney, 1998, Schein, 2006; Dale, 2012).

Research on organizational culture in higher education has focused mostly on four-year institutions; yet, community colleges comprise the largest share of the higher education market in the United States with more than 1,200 institutions and over five million students (Beach, 2012). Further, even less research has been conducted in the

community college setting regarding the influence of organizational culture as it relates to faculty leadership. Folch and Ion (2009) affirm the need to study organizational culture in higher education because the institutions have “become an object of study, debate and reflection” (p. 143). The microscope placed on colleges and universities surrounds “ongoing criticism about the efficiency and effectiveness of their performances (Smart, 2003, p. 674). Smart, Kuh, and Tierney (1997) view the effectiveness of colleges and universities in terms of how they react to both internal and external forces as they undergo changes in their efforts to accomplish their educational missions. They more directly note that “an institution’s culture is thought to mediate how an institution deals with external forces and internal pressures” (p. 256).

As previously stated, Social Cognitive Career Theory (SCCT) defines career development as a complex interaction between an individual, his/her behavior and the environment. SCCT emphasizes cognitive-person variables that enable people to influence their own career development, as well as extra-person (e.g., contextual) variables that enhance or constrain personal agency (Lent, Brown and Hackett, 2000). One such contextual variable that has rarely been studied is organizational culture. Given the power of culture to shape the outcomes and goals of organizations, one might expect that culture may also shape the leadership aspirations of individuals within a given culture. Examination of faculty perceptions and preferences of organizational culture could provide a foundation for better understanding beliefs and sentiments surrounding faculty movement into leadership. This study therefore looks to explore this possibility as a first step in its research design.

Assessing Organizational Culture

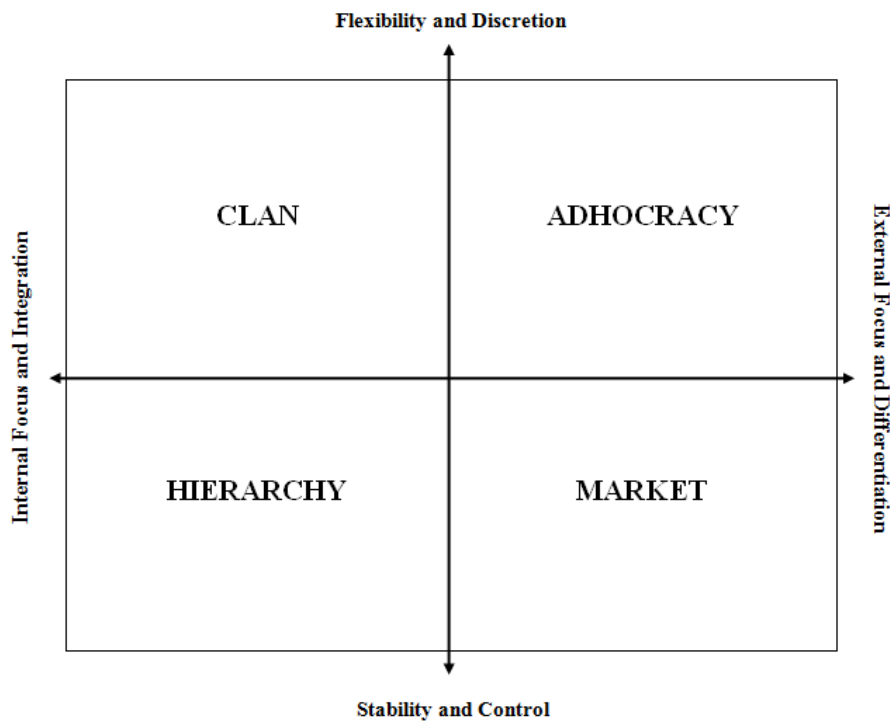
It is useful to know an organization's culture type "because organizational success depends on the extent to which the organization's culture matches the demands of the competitive environment" (Cameron, 2004; Cameron & Quinn, 2006; Shepstone & Currie, 2008) or the pressures facing the organization. The research conducted to date shows that culture type is more important in accounting for effectiveness. Community colleges can benefit from understanding their current and preferred culture types as a mechanism for identifying organizational effectiveness in responding to internal and external pressures. Identifying the dominant perceived and preferred cultures within the community college allows leadership to develop sensitivity to the cultures that exist within their organizations and provide a diagnostic tool for leading through times of change or crisis (Cameron & Quinn, 2006).

The Organizational Culture Assessment Instrument (OCAI), developed by Dr. Kim Cameron, measures perceived and preferred organizational culture types and has been found to be reliable and valid in assessing organization culture. According to Cameron and Quinn (2006), "sufficient evidence has been produced regarding the reliability of the OCAI to create confidence that matches or exceeds the reliability of the most commonly used instruments in the social and organizational sciences" (p. 155). The OCAI has been utilized for over twenty years to assess perceptions of organizational culture and has been proven reliable and valid in determining organizational culture (Cameron & Freeman, 1991; Cameron & Quinn, 2006; Dale 2012). The OCAI is unique because it measures both the current perceived dominant organizational culture and the

preferred organizational culture among individuals, and identifies areas of strength and opportunities of the organization.

Some of the more recent work on organizational culture focuses on using the Competing Values Framework (CVF), the primary framework of the OCAI. The CVF provides an understanding of culture types in an effort to initiate change and improve organizational effectiveness (Cameron, 2004; Shepstone & Currie, 2008). This framework was initially developed through research on organizational effectiveness, measuring culture on two dimensions that each represent a continuum: the level of emphasis placed on flexibility and discretion or stability and control, and the level of emphasis placed on internal or external orientation. Each quadrant represents what the organization places value on, helping to define its core values (Cameron & Quinn, 2006).

Figure 3.1 – The Competing Values Framework (OCAI)



The Clan culture type focuses on the external components of the organization and allows individuals to take a high level of ownership in their work. Dynamic teams are easily recognized and decision-making is consensus-oriented. A familial culture exists where people are focused on human capital development, and a broad sense of loyalty exists throughout most pockets of the organization. Smart and Hamm (1993) affirm the most effective culture type for institutions of higher education is the Clan culture. Bergquist and Pawlak (1992) assert that within the academic academy in higher education, faculty are often organized into clans by their academic disciplines and “the power of the discipline seems to be further reinforced and amplified by the housing of the discipline in a specific organizational structure – that is, the academic department” (p. 28). Faculty loyalty tends to strongly lean to academic discipline rather than the overall institution.

The Hierarchy culture emphasizes internal control and stability. Much of the context of this culture surrounds rules, policies, procedures, and overall efficiencies. Decision-making and authority is top-down and the organization is often viewed by its employees as impersonal. The greatest success for an individual operating in this culture type is to be fiscally conservative and follow all the rules. Community colleges, particularly those larger in size and under the auspices of a system structure, by their nature and the number of individual entities involved, tend to have a greater Hierarchy culture than small and independent institutions. Faculty may not approve of this type of culture as it could be perceived as authoritarian and one which limits their autonomy.

The Adhocracy culture is similar in some regards to the Clan culture in that it encourages adaptability and flexibility; however, it is externally focused. Risk-taking

and entrepreneurial systems are encouraged and decision-making is often decentralized in an effort to encourage quick response to external demands placed upon the organization. In higher education, this culture spawned out of adversity to the Hierarchy culture as faculty attempted to protect their academic freedom and often exist in start-up organizations (Cameron & Quinn, 1999). Recent research conducted by Dale (2012) through a study conducted in medium sized, multi-campus community colleges, indicates an increase in preference of Adhocracy culture types. The results of the study reveal that while the Clan culture is the current dominant culture of the community colleges, a clear movement exists among faculty to operate in a more entrepreneurial spirit.

The Market culture is similar to the Hierarchy culture in that it fosters stability and control; however, the overall goal is maintaining a market share and competitive advantage over its competitors. The spirited nature of this culture often drives internal competition among employees for individual reward. In this culture type, dynamic, self-directed teams are likely to be present. High technology companies are more likely to possess this culture over non-profits or institutions of higher education. In organizational culture studies conducted to date, it is very rare to find this type of culture in a public community college setting or in the general higher education context (Cameron & Quinn, 1999).

One of the foundations of Social Cognitive Career Theory involves understanding the manner in which environmental forces influence career decision-making. Culture is one environmental attribute which has been found in organizations which impacts individuals' actions, beliefs and values. Organizations can benefit from assessing culture. The OCAI provides a framework for understanding the current overall dominant culture

and the culture preferences within an organization. Additionally, the results can inform of the perceptions and preferences of employees (such as faculty) within the organization to better understand their beliefs and values.

Research Design and Methods

A case study of faculty aspirations to leadership was conducted utilizing a mixed-methodology approach. First, the OCAI was administered to all full-time faculty and exempt-level administrative staff (N=138) at Southcentral Community and Technical College (SKYCTC) to explore the preferred and perceived organizational culture(s) existing at the institution. The results of the survey provided a broad sense of the manner in which individuals felt about the overall culture of the college. All faculty participating in the survey were asked at the end of the survey of their interest in participating in subsequent semi-structured interviews to be conducted at SKYCTC. From the survey respondents, nine faculty subsequently participated in semi-structured interviews. These faculty were selected to sample those who stated either a desire or a non-desire to assume a formal leadership role (in the future). The interviews probed institutional and personal factors that contribute to their aspirations to move into formal leadership roles, challenges to movement into formal leadership roles, and college practices that encourage or discourage leadership. The quantitative data from the OCAI informed some of the questions asked of the participants during the subsequent semi-structured interviews (Krathwohl & Smith, 2005; Creswell, 2013).

The Setting

Purposive sampling allows a researcher to eliminate and/or narrow the pool of information sources by deciding who to, what to, and what not to consider in the study

(Erlandson, Harris, Skipper & Allen, 1993). Purposive sampling will provide “information-rich” participants matching the overall purpose of the study (Creswell, 2009). When using purposive sampling, it is important to seek sites that will provide an understanding of the phenomenon. In our case, we wanted to study individuals employed at an institution that exhibited specific leadership characteristics that were considered to be important to our research. Based on the knowledge of the population and the purpose of the study, the researchers used purposive sampling to select Southcentral Kentucky Community and Technical College (SKYCTC), one of 16 community colleges in Kentucky Community and Technical College System (KCTCS) as the site of our case study.

Unlike the other colleges within KCTCS, SKYCTC’s formation was not the result of a merger between an area community college and technical school. Since its inception as Bowling Green Technical College, created by the passage of the Kentucky Postsecondary Education Improvement Act of 1997, the college has become a comprehensive community and technical college offering certificates, diplomas, and associates degrees in over 30 credit program offerings. In 2012, the name of the college was changed to Southcentral Kentucky Community and Technical College.

SKYCTC is a mid-sized college within KCTCS. In fall 2013, SKYCTC had a full-time equivalent enrollment of 2,492 students. The college has six campuses located in three of its ten service counties. SKYCTC also has a strong partnership with local business and industry. Through their Workforce Solutions department, SKYCTC serves over 6,000 individuals and 600 companies annually. SKYCTC is one of the winners of the 2014 Best Places to Work in Kentucky award (Kentucky Chamber, 2014).

One point of distinction is that SKYCTC is the only KCTCS college with no tenured or tenure-track faculty (KCTCS Factbook, 2015). During the passage of the Postsecondary Education Improvement Act in 1997, which formed KCTCS, Bowling Green Technical College had no community college to merge with; tenured faculty were never a significant part of the institution. In lieu of tenure, the former technical colleges in Kentucky had an employment designation of continued employment status. Continued status faculty are described under KCTCS policy as full or part-time faculty hired prior to July 1, 2004 who have satisfactorily completed the KCTCS Introductory Period. Per this policy, faculty with continued employment status enjoy similar protections as tenured-classified faculty and should only be discharged from employment for just cause.^[3] Faculty moving to formal leadership positions may negotiate maintaining their tenured or continued status.

Another reason SKYCTC was selected as the case study site was its ease of access and administrative support for the study at the institution. In 2013, SKYCTC named Dr. Philip Neal as its President and CEO. Neal was promoted from within the college where he served as the Provost from 2008 to 2013. Neal's leadership pathway includes serving as a faculty member at a community college outside of Kentucky and holding various administrative positions in Texas and Wyoming before becoming provost at SKYCTC. Neal has co-edited a textbook about leadership, *The Creative Community College: Leading Change through Innovation* (2008). He has pledged to the continual growth of his employees. He preserves professional development dollars in the midst of budget crises, provides faculty leadership opportunities in conjunction with reduced course load,

^[3] As noted in the KCTCS Administrative Policy 2.0.1.1.4 – Continued Employment Status.

and most recently, tasked college administrators with creating an internal leadership development program similar to KCTCS President's Leadership Seminar (Borregard, Tipton and Waggoner, 2014). As a proponent of leadership development, Dr. Neal welcomed a leadership study at his institution, going so far as to allow us to speak at a campus-wide forum in order to promote the study and encourage participation.

Finally, we intentionally selected a college that was not any of the three researchers' home college. In determining which KCTCS college would be the best fit for the study, we wanted to avoid any potential influences and biases that may be associated with studying leadership at our home colleges. I have no professional experience linked directly to SKYCTC. Study participants would be more comfortable and forthcoming in their interview responses because of the non-affiliation with SKYCTC. Since we would be unfamiliar with the experiences and events participants discussed, there was a greater ability to keep personal biases out of our interview interpretations and analysis.

Methods

This study included a sequential, mixed-methodology approach: a quantitative survey followed by qualitative semi-structured interviews. First, in 2015, all full-time faculty (N=78) and all exempt-level administrative staff (N=37) at SKYCTC were invited to participate in the Organizational Culture Assessment Instrument (OCAI) survey (see Appendix A). The average response rate for surveys in organizational settings among non-executive level employees 52.7% (Anseel, F., Lievens, F., Schollaert, E., & Choragwicka, B., 2010; Baruch & Holton, 2008). Among those studies surveying organizations, the average survey response rate was 37.5% (Baruch & Holton, 2008).

Because this survey was administered to an organizational group within our System and the College President introduced and supported it, a higher than average response rate of 54.5% was attained.

Although the focus of this study was to investigate faculty, exempt-level administrative staff were included in the survey in order to gain a comprehensive understanding of the perceptions of organizational culture across the institution. At the same time faculty and exempt level administrative staff at SKYCTC were being asked to participate in the OCAI, executive level leaders at SKYCTC (N = 25) were also invited to participate in completing the OCAI. The administration of the OCAI to executive level leaders at SKYCTC is a component of the leadership study conducted by Ms. Reneau Waggoner, one of two other researchers of the companion dissertation team. The responses of the survey were analyzed to examine the perceptions and preferences of organizational culture at the college overall and by employee group, providing baseline data to inform the qualitative phase of the study.

The qualitative component of the study consisted of semi-structured interviews with nine faculty who indicated through the OCAI their desire to participate in the second phase of the study. This sample intentionally included faculty who indicated a desire and those who indicated non-desire to move into formal leadership roles. The interviews provided a deeper examination of the institutional and personal factors contributing to faculty aspiration to leadership.

Based upon the review of the literature and the SCCT constructs, the following factors were grouped into categories for the purposes of this study:

Table 3.1 - Definitions of Institutional (Environmental) and Personal Factors

Institutional (Environmental) Factors	Personal Factors
Organizational Culture - A pattern of shared basic assumptions that the group within an organization learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 1992, p.12)	Career Trajectory – the path and progression of an individual’s positional movement within the organization. For faculty, this is their movement in the institution from faculty positions to other positions within the institution/higher education
Organizational Structure –the manner in which the institution is arranged. This includes the overall hierarchy and configuration of departments	Challenge of the Leadership Role – for faculty, this includes the current dynamic of leading the community college with budget reductions and competing internal and external institutional priorities
Organizational Governance – the manner in which the organization is managed and operated	Peer Influencers – for faculty, this is the role their peers play both positively and negatively in their decision to assume formal leadership roles and includes changes in relationships with peers
	Work-Life Balance – managing the demands of both work and family/home life

As part of the companion dissertation team’s study, concurrent and separate semi-structured interviews were conducted by co-researcher Waggoner with executive level leaders at SKYCTC to investigate the manner in which these factors contribute to their leadership journeys and desire to the presidency. The interviews explored factors, both institutional (environmental) and personal among faculty as they relate to their motivations to formal leadership roles within their “lived experiences” within their organizations (Creswell, 2013; Yin, 1994). Coupling both quantitative and qualitative methods of research provided a more comprehensive investigation of faculty motivation

to formal leadership roles. Because the OCAI results were foundational to the interviews, the sections that follow first present the OCAI data collection, analysis and results. This is followed by the presentation of the interview design, data analysis and findings.

Data Collection

The OCAI is unique because it measures both the current perceived dominant organizational culture and the preferred organizational culture among individuals. In addition, the OCAI asks survey respondents for areas of strength and opportunities of the organization. Results from the survey administered to SKYCTC full-time faculty were compiled in charts through use of a software system currently offered with the existing electronic version of the OCAI, indicating the organizational cultures types currently perceived and culture types preferred among faculty and exempt-level administrative staff.

We appended additional questions to the end of the survey regarding previously held leadership positions and desire to assume formal leadership positions. This data informed selection of the faculty to be contacted for interviews. The President of SKYCTC encouraged participation of all full-time faculty in the survey by communicating through email three days prior to the survey being administered. Three working days after the email from the President was sent, the survey was sent to all full-time faculty via email communications requesting their participation (see Appendix D). Full-time faculty had two weeks to complete the survey. Email communications were sent one week after the initial survey launch reminding of participation in the survey.

The survey was extended an additional three days to allow ample time for the completion of the survey.

Telephone calls were made to faculty members selected for interviews to arrange a convenient time for me to meet with each faculty member individually to conduct the interviews. This process continued until a sample of faculty indicating desire and non-desire to assume a formal leadership was achieved. All interviews were conducted within a two week timeframe and took place at SKYCTC in the faculty member's office.

Concurrent, separate interviews were conducted by co-researcher Waggoner with executive level leaders to examine their leadership journeys and the manner in which organizational culture influences their decisions to assume previous, current and future leadership roles. Below are the common interview questions asked of faculty and executive level leaders by myself and Waggoner as informed by the findings from the OCAI survey data:

1. The results of the OCAI indicate the Clan or "collaborative" culture is the overall perceived and preferred culture at the college (and among faculty). This (Clan) culture is described as being very collaborative, team-oriented with a focus on trust and human capital development. Based upon the definition of this culture, please describe how you see how this culture contributes to or deters your aspirations to a formal leadership position.
2. The results of the OCAI also indicate a preference among faculty to operate in a more externally focused, entrepreneurial manner (Adhocracy Culture) than what is currently happening at the college. Can you describe how this culture preference contributes to or deters your aspirations to a formal leadership position?
3. The results of the OCAI among faculty indicate a slight change, a reduction in operating in a more competitive or "Market" culture which tends to be described as a production and results oriented culture. Based upon the results, can you describe how this culture preference contributes to or deters your aspirations to a formal leadership position?

Data Analysis

Results from the OCAI were utilized to determine the current perceived organizational culture(s) at SKYCTC against the preferred organizational culture(s). The results of the survey were tallied from the existing software program offered through the electronic version of the OCAI to determine the mean scores for the overall current culture and preferred culture type. The mean scores for the overall current and preferred culture responses were then computed by adding all of the responses from the four culture types (Clan, Adhocracy, Market and Hierarchy). The end of the survey asked for three areas of strengths and three areas for improvement for the organization in an open-ended response format. The results from the areas of strengths and improvements were coded and examined for themes. The culture profile results from the OCAI administered to the faculty at SKYCTC were compared against the culture profile results of executive level leaders at SKYCTC to determine potential similarities and differences among perceptions and preferences of organizational culture types at the institution.

Results from the semi-structured interviews were analyzed using the Rapid Assessment Process (Beebe, 2001). The Rapid Assessment Process is utilized to investigate complicated situations in which issues are not well defined and where there is not sufficient time or other resources for long-term, traditional qualitative research. Each interview was transcribed to ensure accuracy of data obtained during the interviews. An inductive approach to qualitative data analysis did “aid in understanding the meaning in complex data through the development of themes or categories from the raw data (Thomas, 2003, p. 3). Data from the interviews was reviewed immediately following each interview and transcribed.

The research team convened to review the data to determine patterns and themes. The data was examined repeatedly allowing major themes to emerge and be captured. Data from the interviews with faculty were coded based upon established themes agreed upon by the research team. The data was then grouped into tables (Beebe, 2001; Yin, 1994) and situated into “a framework to develop a model of the underlying structure of experiences captured in the study” (Thomas, 2003, p.2). Themes from the interviews with executive level leaders conducted by Researcher Waggoner (2015) were also coded for themes and presented in tables. The data sets from the interviews with faculty (Tipton, 2015) and executive level leaders (Waggoner, 2015) were then comparatively analyzed to identify themes and variations for the two groups.

Results

The overall response rate of the OCAI across the institution was 54.5 percent. Table 3.2 shows the response rate among faculty, leaders and “other” exempt-level administrative staff at the institution. The “other” category includes those who are non-faculty, do not hold a formal leadership role at the college and are exempt-level administrative staff.

Table 3.2 - OCAI Response Rates by Location and Employee Status

LOCATION	Number Completed	Faculty	Leader	Other (Includes all other administrative staff)
Bowling Green (main campus)	59	39	17	3
Franklin-Simpson Center	0	0	0	0
Glasgow	7	5	1	1

KY Advanced Tech Institute	5	3	1	1
Transpark Center	4	4	0	0
Total	75	51	19	5

As Figure 3.2 below shows, the results from the OCAI indicate the overall culture profile at SKYCTC. The perceived (Now) and the preferred culture at SKYCTC is the Clan Culture. This indicates the culture is currently aligned with how employees are thinking in terms of the current environment and the culture preference at SKYCTC. The profile also indicates a slight shift in terms of culture preference to operate in a less hierarchical (control and structure) and more in an adhocracy (create, entrepreneurial) manner.

Figure 3.2 – Overall Organizational Culture Profile at SKYCTC – All Respondents (N=75)

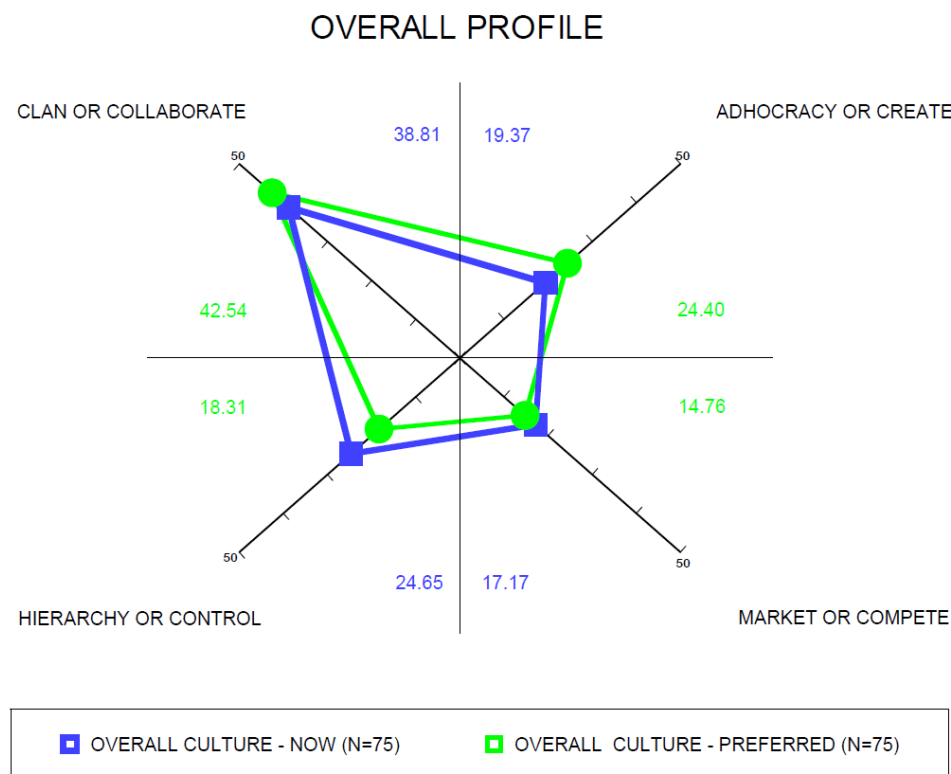


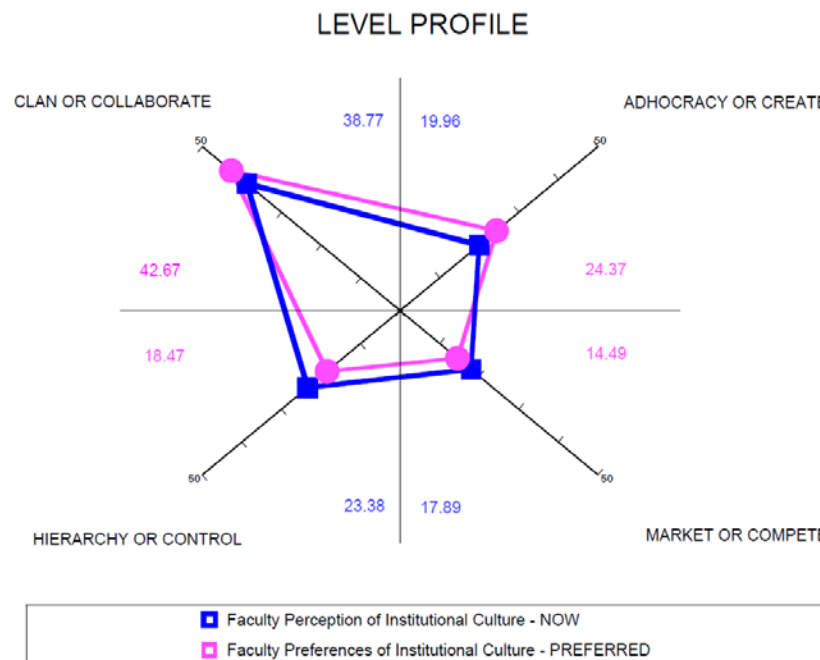
Table 3.3 (below) provides the mean scores of the overall organization's culture profile by the four culture quadrants of the OCAI. Questions on the OCAI are linked to the four culture types: Clan, Adhocracy, Market and Hierarchy. The mean scores provide a snapshot of the differences in the perceived (Now) and preferred culture types at SKYCTC.

Table 3.3 – Mean Scores of Overall Organizational Culture – All Respondents (N=75)

ORGANIZATION TYPE	NOW	PREFERRED
CLAN OR COLLABORATE QUADRANT (Mean of Questions 1A, 2A, 3A, 4A, 5A, 6A)	38.81	42.54
ADHOCRACY OR CREATE QUADRANT (Mean of Questions 1B, 2B, 3B, 4B, 5B, 6B)	19.37	24.40
MARKET OR COMPETE QUADRANT (Mean of Questions 1C, 2C, 3C, 4C, 5C, 6C)	17.17	14.76
HIERARCHY OR CONTROL QUADRANT (Mean of Questions 1D, 2D, 3D, 4D, 5D, 6D)	24.65	18.31

Figure 3.3 (below) data is aggregated to show faculty perceptions of the culture at SKYCTC. Of the faculty who participated in the survey, Clan is the dominant perceived (Now) and preferred culture. As with the overall institutional culture profile, the mean scores indicate faculty desire a slight reduction in the hierarchical (control, structure) quadrant and a slight increase in the adhocracy (create, entrepreneurial) quadrant.

Figure 3.3 – Faculty Perceptions of Culture – Now and Preferred (N=51)



Figures 3.4-3.7 provide aggregated data for faculty at the six campus locations of the college. Of the faculty who responded to the OCAI, four campus locations are represented: Bowling Green (main campus), Glasgow, Kentucky Advanced Technology and Transpark. The findings indicate the Clan Culture is the current (Now) culture as well as the preferred culture among faculty at the four campuses.

**Figures 3.4-3.7 – Faculty Perceptions of Culture – Now and Preferred by
Campus Location**

Figure 3.4 – Bowling Green (main campus)

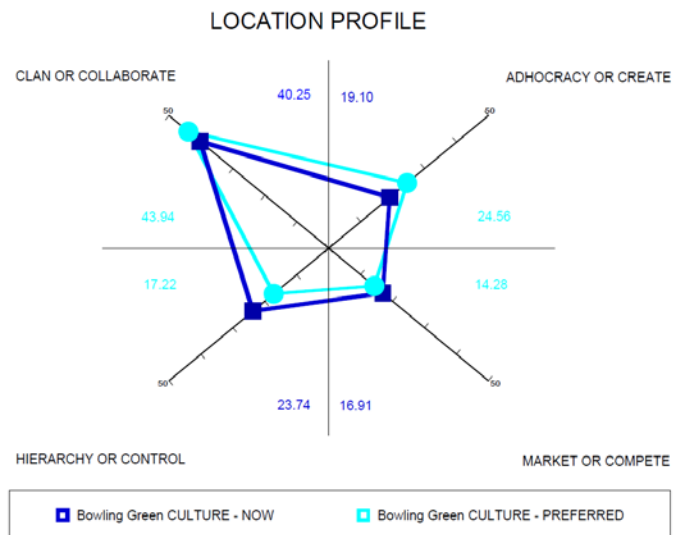


Figure 3.5 – Glasgow Campus

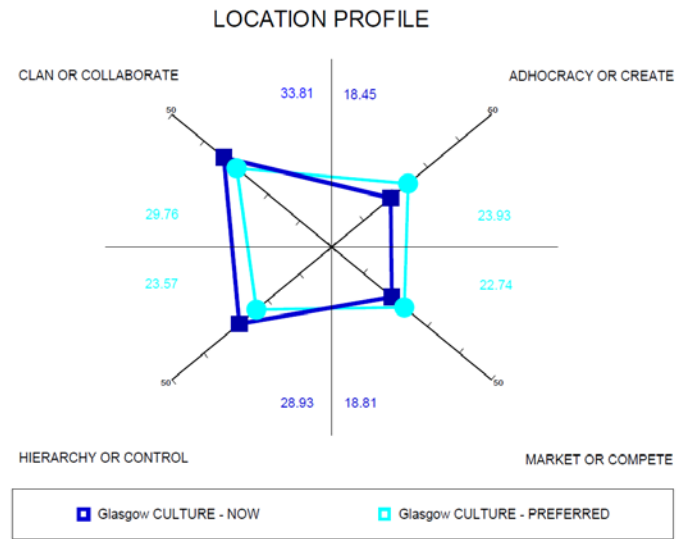


Figure 3.6 – Kentucky Advanced Technology Campus

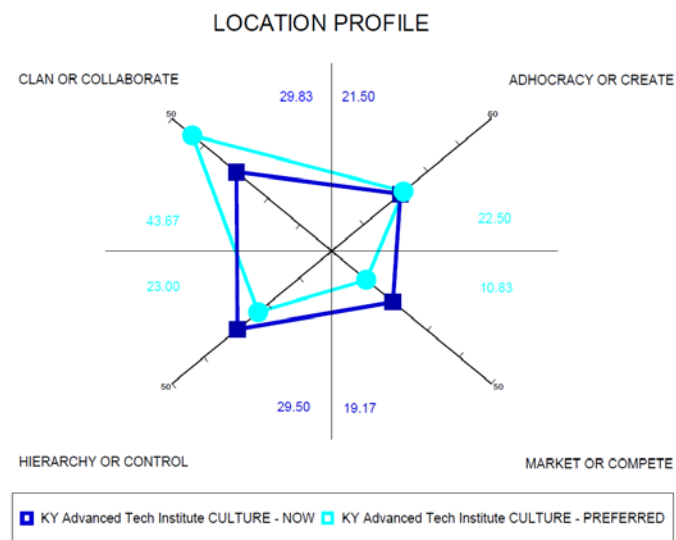


Figure 3.7 – Transpark Campus

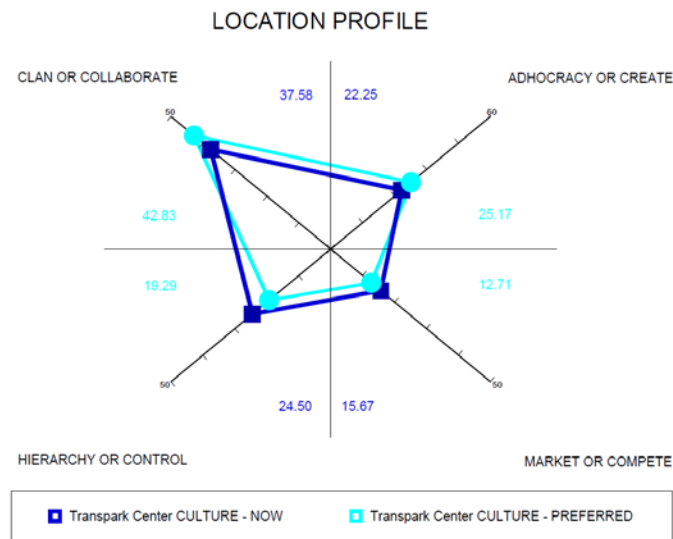


Table 3.4 (below) provides a comparison of the mean scores of the perceived (Now) and preferred culture types of faculty by campus location. While the overall culture profile indicates the Clan Culture is the perceived (Now) and preferred dominant culture type, some variance exists among faculty by campus location. For example, the mean scores of faculty at the Kentucky Advanced Technology Center in the perceived (Now) Clan culture are less than their peers at other campuses, demonstrating the faculty at that campus prefer a stronger Clan or familial culture than their peers located at other SKYCTC campuses. At the Glasgow Campus, a larger mean score exists in preferences to operate in a more Market Culture than peers at other campuses.

**Table 3.4 Mean Scores of Organizational Culture Among Faculty by Campus Location
NOW/PREFERRED**

Campus	Clan	Adhocracy	Market	Hierarchy
Bowling Green N=59	40.25/43.94	19.10/24.56	16.91/14.28	23.74/17.22
Glasgow N=7	33.81/29.76	18.45/23.93	18.81/22.74	28.93/23.57
KY Advanced Technology N=5	29.83/43.67	21.50/22.50	19.17/10.83	29.50/23.00
Transpark N=4	37.58/42.83	22.25/25.17	15.67/12.71	24.50/19.29

The Kentucky Advanced Technology Center and Transpark Campuses are located in the same city as the Main Campus of SKYCTC. Both of these campuses prefer more

familial (Clan) culture. The campus (Glasgow) located in a city outside of the Main Campus prefers less of a familial culture. The two campuses desiring a more familial culture could be an indication of the individuals working at these campuses to feel less a part of the Main Campus. Conversely, the campus located outside of the city where the Main Campus is located desiring less Clan culture could be an indication of the existence of a strong familial culture. These findings demonstrate that within the overall college culture, varying subcultures can exist among campus location.

Next, a comparison was conducted to identify differences in the perceived (Now) and preferred organizational culture types among faculty and leadership at the college. Results obtained from co-researcher Waggoner's study of executive level leaders was compared and contrasted with the OCAI results among faculty. Figures 3.8 and 3.9 show the similarities and differences among the Now and Preferred Cultures among faculty and college leadership.

Figure 3.8 – Overall Faculty Culture Profile at SKYCTC – (N=51)

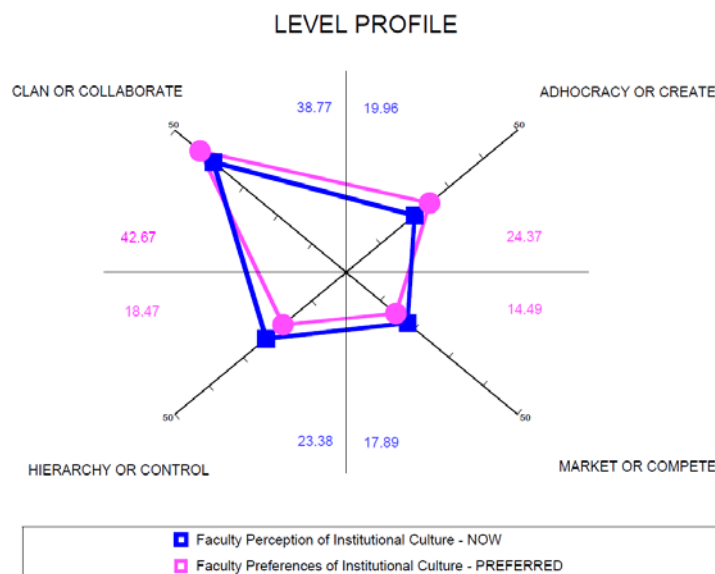
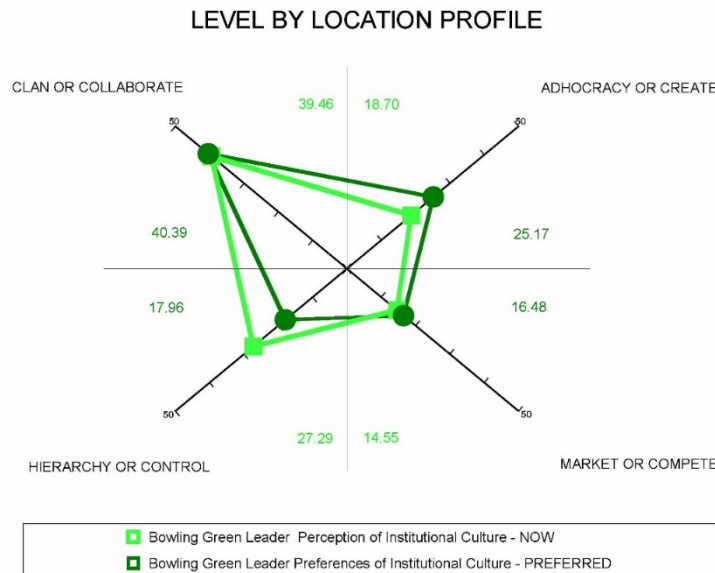


Figure 3.9 – Overall Leadership Profile at SKYCTC – (N=25)



The results indicate similarities in how faculty and leadership view the culture at the college. Overall, the Now and Preferred dominant culture is the Clan Culture, indicating agreement among faculty and college leadership in the what is currently perceived to be happening at the college and what is preferred in the future. The findings also indicate both groups desire of less hierarchy and control, with the leadership group results showing a greater perception of the Now Culture to be more hierarchical than faculty. Lastly, the findings from the OCAI indicate both faculty and leadership desire more Adhocracy and Create Cultures.

Results of the Areas of Strength and Areas for Improvement/Opportunity

At the end of the OCAI, survey respondents had the option of providing additional information about SKYCTC in the areas of strengths and opportunities for the organization. The open-ended response questions included:

- (1) Identify three of your department's or administrative area's greatest strengths.

- (2) Identify three things in your department or administrative area in need of greatest improvement.

The open-ended responses were coded for themes among the strengths and areas for opportunity/improvement. The “Culture of Caring” that exists among faculty, staff and students at SKYCTC was overwhelming in those who completed the OCAI and also completed the open-ended response section. In addition to the culture of the organization, other major strengths included community orientation, commitment of leadership for professional development, communication, positive work environment, sense of teamwork and the overall leadership at the college.

The responses from the open-ended portion of the survey in the areas of opportunity/improvement included improvement of the advising and admissions processes, improved communication across the college and within units, reluctance to take risks and desire for increased pay. In the open ended response portion of the OCAI, many positive responses emerged and became thematic, mostly around the overall culture at SKYCTC. One employee of the college shared:

SKYCTC is truly one of the Best Places to Work. This is in large part due to a culture of caring which exist among the leadership, faculty and staff at the college. All levels at the college are truly concerned with student success and finding ways to help all students reach their goals and highest potential.

Another employee commented:

There is a wonderful positive spirit that exists here, where most everyone cares about their work and each other. I love working here and I love what I do, who I’m doing it for, and who I’m doing it with.

Semi-Structured Interviews

The results of the OCAI informed some of the interview questions (see Appendix B). The perceived and preferred culture types guided the development of some of the semi-structured interview questions (the second and larger phase of the research study). The questions were specifically developed to gain further insights of faculty as they relate to their desire and/or non-desire to formal leadership positions.

Of the 51 faculty respondents to the OCAI, 14 agreed to participate in semi-structured interviews. Of these faculty, nine indicated aspiration to assume a formal leadership role in the future and five indicated non-desire to assume a formal leadership role. Four of the ten faculty desiring a formal leadership role and all five faculty indicating a non-desire to future leadership were selected for interviews. Faculty were intentionally selected across academic disciplines, campus location, gender, years of service and desire/non-desire to assume a formal leadership role in the future. The average years of service among the faculty interviewed was fifteen years with a range in service of two years to thirty years. Five males and four females participated in the interviews. Of the five males, two indicated a desire to assume a leadership position; three indicated a non-desire. Of the four females, two indicated a desire to assume and leadership position; the other two indicated a non-desire.

Ethical Issues

Researchers are expected to design and perform research in a manner that ensures that the welfare, dignity, and privacy of subjects are protected and that information about the individual remains confidential (Yin, 2011). In order to gain a deeper understanding of the motivations and influences of subjects to assume leadership roles, the researcher

had to ask questions designed to draw out personal experiences and realities. Because the population for this study was relatively small, the researcher took extra care to protect the identities of study subjects. Confidentiality issues were considered at every stage of the research process. Informed consent forms were developed that clearly outlined the study purpose and potential benefits and risks to each participant. Electronic versions of consent forms were sent to study participants prior to participation in an interview.

The day of the interview, the researcher explained the informed consent process, obtained appropriate signatures, and assured participants that personal and identifiable information revealed during the interview would be confidential. Participants were told, up front, not to answer any questions with which they were uncomfortable answering. Transcribed interviews were sent to study participants for member checking in order to confirm that the accuracy of the information. Participants were assigned pseudonyms in order to protect their identity. In some instances, study data and findings were aggregated in order to preserve confidentiality.

Table 3.5 (below) provides demographic data of the nine faculty interviewed. Continuing status (employment status) indicators were left off to protect the identity of those interviewed:

Table 3.5 – Interview Participant Demographics (with Pseudonym Names)

Participant	Desire to Leadership	Years of Service
Daniel	Yes	15+
Lauren	Yes	10-15
Mark	Yes	0-5
Rachel	No	5-10
Ryan	Yes	5-10

Sally	No	0-5
Sandra	No	0-5
Scott	No	5-10
Tim	No	0-5

Themes emerged from the interviews with the nine faculty. Within the overall results of the interviews, institutional and personal influences emerged. The following institutional factors emerged as influencers of leadership aspirations among faculty: peer and mentor influence, the culture at the institution, commitment to professional development, extrinsic (promotion) and being “asked” to assume a leadership position. Themes also emerged among the faculty interviewed with personal factors. The personal influencers included: personal growth, challenges of the leadership position, desire to stay in the classroom and ability to affect change.

Overall, the faculty expressed a very strong sense of investment by college administration in the development of employees at the college. Two of the nine faculty have participated in Dr. McCall’s Leadership Seminar and two have completed or are pursuing terminal degrees. Of the nine faculty interviewed, three previously held informal or formal leadership positions such as Chair of the Faculty Senate, next in line for the Assistant to the Dean, faculty mentor, student development mentor, chair of college-wide committees and leader of student organizations.

Institutional (Environmental) Influencers

Peers and Mentors

The results of the interviews show that institutional (environmental) factors contribute to faculty aspirations to assume leadership roles. Among the faculty

interviewed, a strong presence of peer and mentor influence emerged, influencing faculty decisions to aspire to leadership. All nine faculty noted the level peer influence affects how faculty make decisions about assuming leadership positions. Of the four faculty interviewed who indicated a desire to assume a formal leadership position in the future, several noted the role peers play in their aspirations to leadership. One faculty member discussed how peers influenced her decision to run for a faculty leadership position. She noted her peers told her to “try it and see; go ahead and run”. Ryan shared his experience with a mentor and peer in his academic division and their role in his aspirations to leadership. He stated:

My mentor’s always looking for something to shovel me into a position. He’s always looking for ways to get people involved in local leadership opportunities. Like the SOAR committee, he recommended that to me. He recommended to the Dean that I become the scholarship committee head. He’s even talked to me about being a program coordinator of a program.

The results among the five faculty who do not desire a formal leadership position also support the role in which peers influence faculty to consider leadership roles. Sally discussed the upcoming retirement of her Academic Dean and how she encouraged her peer to apply for the position:

I was just very blunt and said, I hope you’re going to apply for that position. Since I’m not interested myself, it does give me a little extra...I don’t know if clout is the right word, but I can see who would make a good leader, having been a leader before, and this person’s already taken on a lot of informal leadership, so I can see myself being supervised by the person.

Rachel, with no desire to a formal leadership role shared a recent exchange with a peer who was trying to convince her to go after a formal leadership role. Rachel shared:

My peers are like...you should do this. You should do this. It’s only natural. You teach reading. Why wouldn’t you be in charge of the QEP? I’ve had some

say if it comes up, I should volunteer or at least let someone higher up know that I'd be interested. If push came to shove and they really wanted me to do it, I would do it.

The same faculty member when speaking of her peers supporting each other to take on a formal leadership role also shared:

I think a lot of times, we're seeking out people (faculty) that we feel would fit the position. We know each other, at least the ones in my office suite area. We know each other well enough. As far as work ethic and how we conduct ourselves that we would be encouraging of us to move on to leadership roles if we really desired that. They would be willing to write us letters of recommendation or references or whatever. I think they were really supportive of that.

Ryan, aspiring to formal leadership, shared an exchange with a peer who was encouraging him to think about applying for a formal leadership role:

You know you have some talents. You have some resources because of your past experiences that you can use to better the place where you work – help your peers, help our students...look, you are good at this. What are you waiting for?

The findings show peer influence among faculty to be significant as faculty think about and make decisions to assume formal leadership roles. In both groups -- those desiring and those with no desire to assume formal leadership roles -- peer prompting among faculty was found to encourage faculty to assume formal leadership roles.

Culture

The college is described as having a strong familial culture. As the results of the OCAI indicate, the dominant and preferred culture is the Clan Culture among faculty and staff across the institution. All nine faculty interviewed discussed the "Culture of Caring" embedded across the institution. The results of the interviews support the prevalence of the Clan Culture (collaborative and supportive) and explained how this culture type fosters desire to assume leadership roles. As one faculty member said, "I think it (Clan

Culture) helps because it supports – we are looking for supportive leaders and feel we have supportive leaders and I think that does help (aspirations to leadership).”

Sally remarked about the supportive culture of institution as it relates to leadership aspirations among faculty:

I think maybe it's (the culture) because people know that they'll be able to make a difference in serving as a leader, whether it's on the president's cabinet or in other types of leadership roles, and they'll know that what they have to say will be listened to.

The results of the OCAI also indicate a desire across the college to shift towards operating in a more risk-taking spirit. Lauren shared an example of how the risk-taking (Adhocracy) culture fosters her desire to want to assume formal leadership role:

They (administration) understand that in order to be innovative, sometimes you have to take risks. They promote that. 'Let's try.' What's the worst that can happen? They're very good in understanding that being innovative, being a leader and developing policy, technology or whatever is going to take some risk. With any risk, there's always that risk of failure, but you learn from it and go on.

When asked about how the Adhocracy (risk-taking) culture at the institution impacts his desire to assume leadership roles, Ryan responded:

I think that's one of the big things in the culture that you need to do - is be able to have the ability to fail at something, but when you do, you learn from it. I guess you could say it would be one of those things that is helpful. It's like, okay, well the risk taking is okay so I can try some things.

Those interviewed concurred that the culture at the college supports aspiration to formal leadership positions, even among those faculty who indicated a non-desire for formal leadership roles in the future.

Leadership Development

In addition to the organizational culture at the institution, faculty sense a high commitment from senior level administration in supporting their leadership development. The newly created “Assistant to the Dean” position was a frequent topic among the faculty interviewed. The position was created by executive level leadership at the college over the course of the last two years and was established to cultivate future leadership at the institution. The position is a two-year term and faculty are selected within their academic divisions. The position responsibilities include reviewing syllabi of adjunct faculty, scheduling courses for their division, handling student complaints and facilitating professional development. The faculty see this position as a way to develop the next set of academic leaders and as an avenue to explore or “try out” an academic administrative role.

Among the five faculty who indicated they did not desire a leadership position, all felt they would be supported by administration if they changed their minds. Several faculty identified a need for a more structured leadership development program. Three of the nine faculty felt strongly there was no real training for aspiring leaders. When asked about how executive-level administration could support his leadership future, Daniel commented:

Develop a leadership development program. Create one, so that whether or not they want to stay here – that was a philosophy I learned a long time ago in industry. You’re only successful as the people around you. The more people I had working with me that go promoted – that’s what you did. Your job was to develop so they could take over.

Other faculty comments included geographic location in regard to accessing leadership development programs. Two of the nine faculty interviewed are located at

branch campuses of the main campus. They mentioned the difficulty of accessing professional development due to geographic distance since formal professional development programs occurs on the main campus. When speaking about barriers to leadership development, Lauren explained, “Probably the only thing is being at an off-site location, not that it doesn’t promote it, but it just makes it a little bit more difficult.”

“Being Asked to Lead”

Faculty may not seek out formal leadership positions or feel they have the requisite abilities to move in to formal leadership roles. The five interviewees who indicated a non-desire to aspire to a formal leadership role explained that while they do not plan to apply for formal leadership positions in the future, if they were approached by administration they would consider assuming a leadership role. The following statements from two faculty illustrate this point. Rachel explains:

If push came to shove and they really wanted me to do it, I would do it. If I’m choosing on my own, I prefer not to. If administration felt that positive about my work and my contribution, then I would take it on – only because they asked me to, not because I volunteered to.

Scott explains:

I was just talking to somebody the other day about if I was to quit teaching and go into some kind of staff or administrative role what the difference would be and what that would involve and all that. I don’t know. I’m torn between the two. Although I struggle with whether or not I want to go into a leadership role, if administration thought I could contribute, I would think about it.

The findings from the interviews indicate that although faculty may not aspire to formal leadership positions, administration influences how faculty think about taking on leadership positions at the college. The influence of “being asked to lead” by administration impacts faculty decisions to consider leadership roles.

Promotion

SKYCTC possesses many of the same characteristics as other colleges within KCTCS such as institutional structure, faculty rank and governance. SKYCTC is unique in that it is one of only two KCTCS institutions with no tenured or tenured-track faculty. Instead, some faculty at SKYCTC have “continued status”³ much like tenure, and can enter and move through the promotion cycle. The absence of faculty tenure at SKYCTC is a result of the college’s history as primarily a technical college (Bowling Green Technical College) up until 1997. During the passage of the Postsecondary Education Improvement Act in 1997, Bowling Green Technical College had no community college to merge with; tenured faculty were never a significant part of the institution. In lieu of tenure the former technical colleges in Kentucky had an employment designation of “continued employment status”.

Nonetheless, all faculty (continuing status, non-tenure track and tenure-track) at the institution operate under and can participate in the promotion process of KCTCS. Many faculty accept formal and informal leadership positions to advance their movement through the promotion cycle from Instructor to Assistant Professor to Associate Professor to Professor. However, of the four faculty who indicated a desire to assume a leadership role, none mentioned promotion as part of their reason to assume a formal leadership role in the future. Two of the five faculty who indicated a non-desire to assume a formal leadership position discussed the role of promotion. Mark commented:

There have been a lot of leadership activities. Basically, as you go through the promotion process, you have the opportunity to take on leadership roles in committees, activities and things like that.

Sandra shared:

³ As noted in the KCTCS Administrative Policy 2.0.1.1.4 – Continued Employment Status.

This is what you should be looking for or with your first promotion, you don't need any leadership at all. You just need to be on a committee but the next one you do need to lead that committee. Then looking for a leadership role for the last one, you need to have one. They let you know what your goals are for your promotion and how to do everything.

The statements could imply that for some faculty, taking on leadership responsibilities is expected to succeed with promotion; demonstrating the work of leadership is required by their performance evaluation. They are not motivated by a desire to build leadership capacity and experience to be prepared to assume a formal leadership role.

Lent, Brown and Hackett (2000) state in regard to Social Cognitive Career Theory, "career development is influenced by objective and perceived environmental factors" (p. 37). Environmental factors such as the influence of peers and mentors, the culture of the organization, leadership development opportunities and "being asked to lead" by administration were found to influence faculty as they consider movement into formal leadership roles. The environmental influencers found in the study support the SCCT framework, providing insight into factors affecting faculty decisions to assume formal leadership positions.

Personal Influencers

The results of the interviews indicate several personal factors influence faculty desire to assume formal leadership positions. Among the nine faculty, personal factors affecting desire/non-desire were coded for themes among the two groups (desire/non-desire). All four faculty who indicated aspiration to a formal leadership role commented that this was part of their personal career journey and goal to affect change. All five faculty who indicated non-desire to leadership positions discussed the challenges of the leadership role.

Affecting Change

Two faculty valued holding leadership roles as an avenue for affecting change across the college. Ryan explained:

For me personally would be that I feel like I could serve students and the college in a leadership role. That's one of the main things. I feel like I could help develop some of the new people coming in. I feel like I could help them develop if I were in a leadership role. That's another thing, I feel like maybe it's just a natural progression.

Daniel shared an institutional view of change:

The ability to affect change that has a positive impact on more people at one time versus a classroom. How can I be involved to change a campus, or college, or a program so you reach people. I guess long term, be impactful on more people.

While various personal reasons exist among faculty for affecting change at the college, the findings demonstrate that the desire to affect change motivates some faculty to assume formal leadership positions.

Challenge of the Leadership Role

All five faculty who indicated a non-desire to assume a leadership role discussed the challenges of holding formal leadership positions as a deterrent. The challenges cited included: demands of the job; difficulty of holding a leadership role; responsibility for other people, employee conflict and the need to be a fundraiser with declining state support. Below are explanations from the faculty that illustrate perceptions of the challenges of holding leadership roles. Sally, when speaking about the difficulty of formal leadership roles, states:

I think leadership roles are very, very difficult. For one thing, you can't please everyone, and there's always criticism. I don't know, I just prefer not to have that at this stage in my life.

Scott explains the new responsibilities associated with current leadership roles in the community college:

Because of our funding, we used to get most of it from the state, now we don't. You have to be a fundraiser anymore in a leadership role. That's not for me. I think dealing with other faculty members in meetings and things like that, sometimes that's harder than dealing with students.

I cannot imagine being responsible for eighty plus faculty like my Dean is. That's including adjunct. I can't imagine being responsible for keeping up with everything that they're doing.

Tim shares his discomfort with the current responsibilities of academic leadership roles:

I don't know how to word it right, but one of the things that I know people in leadership have to do is correct problems. I try to avoid uncomfortable situations with co-workers. That has happened before when I used to be a team leader or supervisor in industry and I would have to question someone or maybe encourage them a little bit to do their work they are responsible for. I've seen some similarities here of that as well, like when they were doing our PPE's or something that we don't the right way and then our supervisor will have to come and say, "hey you need to fix this."

Of the five faculty who indicated a non-desire to assume a leadership role, all discussed the challenges of leading in the community college and its influence on their leadership aspirations. Among the four faculty who indicated a desire to assume a formal leadership role, only one faculty member discussed any challenges of the leading and that was the requirement of formal leaders in the community college to fundraise.

Reluctance to Leave the Classroom

In addition to the challenges perceived in leadership positions, faculty also struggle with their desire to stay in the classroom and in direct connection to students. Among the faculty who indicated a non-desire to assume a formal leadership role, all five faculty revealed their reluctance to be leave the classroom. The following statements point to faculty commitment to students as it relates to reluctance of leaving the classroom. Mark states:

I don't think that I want to ever really move into an administrative position. I always want to stay in the classroom. What I feel I want to continue is bringing in that pedagogical knowledge of yes, we know this material, but how do we make it most effective and how do we effectively teach that material to our students.

Scott comments:

I guess I kind of like being on the front lines with the students. I know you've heard this before, but when you make a connection and when you feel like you've helped somebody, there's no better feeling.

Sandra comments:

You're more removed and you don't get to help and I like the little lightbulb that pops on in the kid's head and saying, I was never good at math. I was never good in school. It was very difficult for me. I don't like that. And, you get to show them the reason for it, how to do it. I like doing the job. I like teaching.

All the faculty in this research study showed a high level of commitment to students. The above statements indicate why these faculty initially became educators and offer insight to a struggle faculty face when thinking of leaving the classroom to assume a formal leadership position.

Overall, faculty consider many personal factors in making decisions to assume formal leadership roles. Self-efficacy specific to individual desire to affect change, the challenge of the leadership role, and reluctance to leave the classroom all were found to influence faculty. These findings support SCCT's cognitive-personal attributes in regard to self-efficacy. The faculty interviewed who aspire to formal leadership view these positions as a mechanism to affect change at various levels at the college: impacting students, developing peers, improving programs or campuses.

Conclusion

The future of community college leadership is of concern with impending faculty retirements across the nation. The situation in Kentucky's community colleges mirrors that of the nation with a great number of faculty at the age to retire or currently eligible to retire. In addition, there is an increasing reluctance of faculty to assume these roles. The majority of formal leadership positions once held by faculty who came up through the ranks are now being filled with individuals from non-faculty backgrounds. Faculty bring a wealth of institutional knowledge and understanding of the academic profession to formal leadership positions.

In order to better understand the sentiments of faculty as they consider leadership roles, this study investigated institutional and personal influences among faculty at one community college in Kentucky, SKYCTC. This study utilized Social Cognitive Career Theory as a conceptual framework to explore the personal and institutional (environmental) factors of influence on the aspirations of faculty to formal leadership positions. The SCCT posits that personal, environmental and behavioral variables "affect one another through complex, reciprocal linkages" (Lent, et. al, p.36). The findings of this study support the SCCT framework as both environmental and personal factors were found to influence faculty desire and non-desire to leadership. Among the institutional factor findings, "being asked to lead" was found as a significant factor among both the leadership desire and non-desire groups. In addition, the culture at the institution and peer influence were found to influence faculty aspirations to leadership among both the desire and non-desire groups. The findings show the dominant and preferred culture at the institution to be family-oriented, collaborative and supportive with a preference

among both executive level leaders and faculty to operate in a more entrepreneurial spirit. The current (Now) culture and the preferred culture at the institution demonstrate the alignment of the beliefs and values among faculty, staff and leadership across the institution. Faculty aspiring to formal leadership roles discussed the importance of their peers to encourage and support them in their leadership journeys. Faculty not aspiring to leadership discussed how they identify potential leaders among their peers and encourage their peers' leadership aspirations.

Personal factors included affecting change, the challenge of the leadership role, being asked to assume a leadership position, and reluctance to leave the classroom. The ability to affect change at various levels of the institution was thematic among faculty desiring a formal leadership role while the challenge of the leadership role and reluctance to leave the classroom were thematic among faculty who did not desire a formal leadership role. "Being asked" to assume a formal leadership role by administration was thematic among both the desire and non-desire groups as both indicated they would assume a formal leadership role if called upon. This particular finding is extremely significant as there is no existing literature that reveals "being asked" influences faculty decisions to assume formal leadership roles.

This study found that faculty consider many factors as they think about formal leadership positions within the community college. The research adds to the limited available literature about environmental and personal factors influencing faculty to assume formal leadership roles. The findings of this study also support the SCCT framework as participants shared that they consider both personal factors of their career choices and environmental attributes as they consider moves into formal leadership

positions within the community college. The results of this study offer executive level leaders across community colleges and within KCTCS a greater understanding of faculty behaviors, decisions, and perspectives regarding moves into formal leadership assignments. These insights should contribute to design of leadership development practices.

Recommendations for Practice

- 1. “Ask” Faculty to Assume Leadership Roles.** Five of the nine faculty interviewed indicated they would take on leadership positions if they were “asked”. Two faculty members not desiring a formal leadership position indicated that if asked to assume a more formal leadership role, they would do so. These results could be an indication of faculty seeking approval from administration as part of their consideration to move in to formal leadership roles.
- 2. Identify Potential New Leaders.** Identify potential new leaders by understanding leadership aspirations among faculty. Even though faculty may not indicate a direct interest in a formal leadership role, identify faculty who demonstrate leadership ability to better understand their reluctance to assume a formal leadership position.
- 3. Understand the Culture Across the Institution and the Differences that Exist.** The faculty at SKYCTC strongly indicated that the Clan Culture supports their leadership development and contributes to their desire to assume formal leadership roles. Community colleges could benefit from assessing their current overall dominant culture and the preferred culture at their institutions to better understand faculty values and sentiments.

- 4. Provide Formalized Leadership Training Programs.** Several faculty interviewed indicated how beneficial the newly formed Assistant to the Dean role will be to their leadership development. Of the nine faculty interviewed, four indicated they were either interested in the position or were currently being encouraged by a peer to apply for the position. Dr. Michael McCall's President's Leadership Seminar was also highlighted among a few of the interview participants as being extremely helpful to their overall leadership development. Expanding additional structured leadership development programs will assist in offering more opportunities to more individuals given that the Assistant to the Dean and the President's Leadership Seminar are only available on a rotating basis and to a limited number of faculty.
- 5. Develop Leaders at All Levels and Locations of the Institution.** Identify senior level faculty who may be in line for the next promotion or leadership opportunity and determine interest. Allow newer faculty with aspirations to leadership to enter these roles earlier. The results from the interviews also indicate that campus location posed professional development access challenges to faculty located off the main campus.
- 6. Think Outside the Promotion Cycle.** While faculty make personal decisions to enter and advance through the promotion cycle, some faculty are looking for professional development activities that enhance their leadership abilities outside of what is offered at the college as part of promotion activities. Offering leadership development opportunities that support the promotion cycle and other

leadership development options for less senior faculty will enhance leadership ability, knowledge and skill.

- 7. Develop a Formalized Faculty-to-Faculty Mentoring Program.** The results of this study indicated the significance of peer influence among faculty as they aspire to leadership. Those faculty aspiring to leadership indicated the importance of being supported by their peers. Faculty who indicated a desire to enter formal leadership roles discussed the manner in which they identify and encourage their peers to think about formal leadership roles at the institution. Providing an informal platform in which faculty have an opportunity to provide input of leadership qualities of successful leaders will enhance leadership succession.
- 8. Understand the Role as Administrator and the Role as Faculty.** Several faculty indicated the need for administration to better understand the daily life of a faculty member and the work of faculty outside of the classroom. Some faculty cited the perception among administrators and other non-faculty members at the college that faculty teach their classes and then depart from campus. Several of the faculty also discussed the importance of faculty understanding the role of administration and the challenges upper-level administration face.

Limitations of the Study

This study investigated the manner in which environmental (institutional) and personal factors influence faculty aspiration to leadership at one community college. The study could be expanded upon to include multiple colleges, particularly since SKYCTC is a somewhat unique environment. Further, the study could have been expanded upon to

examine gender, race and academic discipline/department as potential covariates when analyzing the data from the OCAI and coding the interview data for themes.

Regardless of these weaknesses, understanding factors contributing to faculty aspirations to leadership can inform executive leadership of perceptions of faculty and provide insight to the factors impacting faculty as they consider future formal leadership positions.

Implications for Future Research

While this study investigated the institutional and personal factors surrounding faculty aspirations to assume formal leadership positions, the study did not seek to investigate other factors such as gender and race as they relate to leadership aspirations. Future research could contribute to the limited research in the area of leadership aspirations in higher education, particularly in the community college setting by delving further into the role gender and race may have in the overall landscape of faculty aspirations to future leadership positions.

The study found that “asking” faculty to step up and assume a formal leadership role was a significant factor for formal leadership considerations and is not currently found in the extant literature. Further research is needed to investigate the manner in which “being asked” to assume formal leadership roles influences faculty as they think about these particular roles. In addition, this research found that factors such as culture and peer influence had a significant influence on faculty among both the desire and non-desire of leadership groups. Further research is required to expand on the manner in which organizational culture and faculty peers influence decisions to formal leadership positions. While this study investigated the overall culture at one community college,

further research could examine culture at the micro level within academic departments and/or disciplines. Lastly, further investigation of faculty demonstrating leadership ability and non-desire of formal leadership positions could inform of new source of potential leaders. Gaining faculty perspectives of both positive and negative perceptions of formal leadership roles needs further research and will contribute to gaps in the literature.

CHAPTER 4

USING MIXED METHODOLOGY: UNDERSTANDING HOW ORGANIZATIONAL CULTURE INFLUENCES FACULTY ASPIRATIONS TO FORMAL LEADERSHIP POSITIONS

Introduction

Creswell and Plano Clark (2007) discuss the role of mixed methods inquiry and how the two approaches to research complement one another. Quantitative data collection allows for a broad, collective approach while qualitative data collection allows for individual stories to be expressed and heard. Through the utilization of both qualitative and quantitative research methodology there are “multiple ways of seeing and hearing” (Clark, et al, 2008, p. 20) and “the more varied the methods are, the more self-confident and credible that investigators are” (Folch and Ion, 2009 p. 147). Ivankova, Creswell and Stick (2006) describe the utility of conducting mixed methods research stating, “The rationale for this approach is that the quantitative data and their subsequent analysis provide a general understanding of the research problem” (p. 5). Gathering qualitative data and analyzing it helps to further explain the quantitative data gathered through the voices of the participants. (Ivankova, Creswell and Stick, 2006; Rossman and Wilson 1985; Tashakkori and Teddlie 1998; Creswell 2003). The following provides one example of the utility of a mixed methods approach to case study research from a researcher’s perspective.

The overall research study utilized a sequential, mixed-methods research design to investigate personal and institutional factors and their influence on faculty in aspirations to formal leadership roles within one community college. Employing this type of design allowed for the use of a survey to collect base-line data regarding the overall organizational culture at a community college. Next, qualitative data were collected and

analyzed in the sequence to help “explain, or elaborate on, the quantitative results from the first phase” (Creswell, et. al 2003). The following provides the background to the larger study, the conceptual framework that guided the research, the overall results from the quantitative phase and the manner in which the quantitative data informed the qualitative phase of the study. The chapter concludes with a discussion of the critical role of mixed methodology to inform planning to meet the anticipated shortage of senior administrators in the nation’s community colleges.

Background of the Study

Tenured, senior faculty are often the people who move into formal leadership positions. The impending retirement of large numbers of senior faculty, combined with the increase of adjuncts and the decrease in tenure track positions mean there are fewer faculty available to assume the formal leadership roles of the future. As the retirement trajectory for community college faculty shows that 80 % of the total number of full-time faculty across the nation are eligible or plan to retire between by 2017 and 2022 (AACC, 2016), it is critical to identify and develop the next set of academic administrators. In Kentucky, the situation mirrors the worrisome national trend with over 50% of full-time KCTCS faculty eligible to retire in the next five years (KCTCS Human Resources, 2013). While a small pipeline for future faculty leadership exists, many faculty are reluctant to assume these positions (Evelyn, 2001). Among the reasons for faculty aversion to advance through the academic leadership ranks are institutional (environmental) and personal (cognitive).

Conceptual Framework

To better understand faculty personal and institutional factors which influence faculty aspirations to leadership, the Social Cognitive Career Theory (SCCT) was utilized

as the guiding conceptual framework for this study. SCCT describes career development as a complex interaction between an individual, his/her behavior and the environment. SCCT emphasizes cognitive-person variables that enable people to influence their own career development, as well as extra-person (e.g., contextual) variables that enhance or constrain personal agency (Lent, Brown and Hackett, 2000). SCCT “represents a relatively new effort to understand the processes through which people form interests, make choices, and achieve varying levels of success in educational and occupational pursuits” (Lent, Brown and Hackett, 2000, p. 36). SCCT is comprised of two distinct foci for understanding an individual’s career development: (1) cognitive-personal variables such as self-efficacy and personal goals and (2) physical attributes such as the environment. This chapter focuses on one of the environmental attributes of the study: the culture at the institution and its relationship to leadership aspirations.

Review of the Literature

There is limited research which utilizes SCCT as a framework for understanding faculty aspirations for formal leadership positions. Of the available studies, some provide insights to the various reasons faculty may struggle with factors outside of their personal scope. Institutional forces such as culture, structure and governance also impact faculty aspirations to leadership. Barden and Curry (2013) discuss the role of institutional influencers and their effect on faculty aspirations to leadership. The authors state “academic culture tends to be suspicious of faculty members who desire administrative responsibility” and “decision making structures in higher education also contribute to limited leadership development for faculty members” (p. 1). Maxwell (2009) discusses the increasing nature of faculty disengagement with governance issues stating,

“governance of colleges and universities is, for the most part, significantly more complicated (and time consuming) than it was just a few decades ago” (p. 6) indicating another potential factor of contemplation for faculty as they consider movement to formal leadership positions.

Many definitions of organizational culture have been offered by management theorists over the last several decades. Schein (1993) defines organizational culture as “the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its external adaptation and internal integration problems” (p. 12). Tierney (1988) states that an organization’s culture is revealed not only through what the organization does, but in also how those activities are accomplished and who among those within the institution are involved in carrying out those activities. He notes that an organization’s culture also “concerns decisions, actions and communication both on an instrumental and symbolic level” (p. 3). Tierney further asserts that organizations at varying times possess what he calls “webs of significance” (p. 4) and when these webs intersect, conflict often arises causing leaders to deal with organizational culture “in an atmosphere of crisis management, instead of reasoned reflection and consensual change”(p. 4). Diagnosing culture provides a powerful tool to better understand the values, sentiments and actions of those working within an organization (Smart, Kuh, & Tierney, 1997; Tierney, 1988; Schein, 2006; Dale, 2012).

Research on organizational culture in higher education has focused mostly on four-year institutions; yet, community colleges comprise the largest share of the higher education market in the United States with more than 1,200 institutions and over five million students (Beach, 2012). Further, even less research has been conducted in the

community college setting regarding the influence of organizational culture as it relates to faculty leadership. Folch and Ion (2009) affirm the need to study organizational culture in higher education because the institutions have “become an object of study, debate and reflection” (p. 143). The microscope placed on colleges and universities surrounds “ongoing criticism about the efficiency and effectiveness of their performances (Smart, 2003, p. 674).

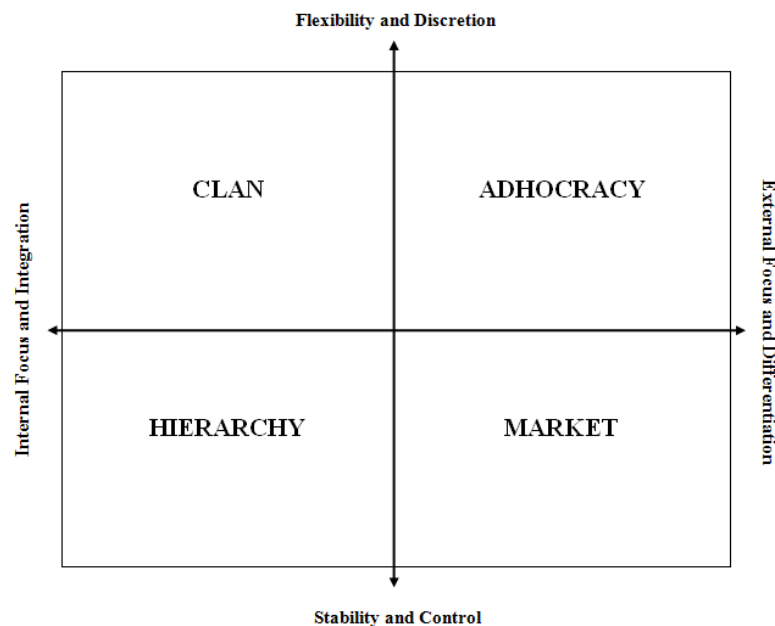
Smart, Kuh, and Tierney (1997) view the effectiveness of colleges and universities in terms of how they react to both internal and external forces as they undergo changes in their efforts to accomplish their educational missions. They more directly note that “an institution’s culture is thought to mediate how an institution deals with external forces and internal pressures” (p. 256). The studies in higher education conducted to date have utilized either quantitative or qualitative approaches to understand culture within organizations. Conducting a mixed-methods study which assessed faculty perceptions and preferences of organizational culture using both survey and interview methods adds to the very limited research on organizational culture within higher education, particularly within the community college. Coupling the two methods provided balance between breadth and depth in understanding the overall organizational culture preferences among individuals. It also allowed me to hear specific examples of the influence of culture as individuals debated moving into formal leadership positions.

Assessing Organizational Culture - OCAI

The OCAI is a result of the work of Cameron and Quinn (1999) through the Competing Values Framework (CVF) to determine organizational culture connection in the facilitation of organizational change and institutional effectiveness. The CVF was

initially developed through research on organizational effectiveness and measures culture on two dimensions (a) flexibility and discretion or stability and control and (b) the level of internal or external forces on the two. As a result, four quadrants are formed in which to define organizational culture. These quadrants are defined as (a) Clan, (b) Adhocracy, (c) Hierarchy, and (d) Market culture types and shown in Figure 4.1.

Figure 4.1 – The Competing Values Framework



Through the CVF, a mechanism was developed called the Organizational Culture Assessment Instrument (OCAI) to assess organizational culture. The OCAI is unique because it assesses individual views within organizations on both the currently perceived organizational culture type(s) as well as the preferred organizational culture type (Cameron & Freeman, 1991; Dale 2012, Smart & John, 1996, Smart & Hamm, 1993). The OCAI “has been used in more than a thousand organizations that we know of, and it has been found to predict organizational performance” (Cameron & Quinn, 2006, p. 23). The results of the OCAI in this study provide a snapshot of the current perceptions and

preferences of organizational culture among faculty within a community college to better inform the second phase of the study.

Gaining a broad understanding of the perceived and preferred culture types within an organization provides insight to the sentiments, values and preferences of the overall organizational environment. It is useful to know an organization's culture type "because organizational success depends on the extent to which the organization's culture matches the demands of the competitive environment" (Cameron & Quinn, 2006, p. 71). The research conducted to date shows that culture type is more important in accounting for effectiveness and change. Identifying the dominant perceived and preferred cultures within the community college allows leadership to develop sensitivity to the cultures that exist within their organizations and provide a diagnostic tool for leading through times of change or crisis. Utilizing the OCAI in this study captured the current dominant culture and the preferred culture among faculty and the differences that exist between the two. The differences in the perceived and preferred cultures then guided the development of some of the semi-structured interview questions (the second and larger phase of the research study) as they related to leadership desire.

All full-time faculty (N=78) and all exempt-level administrative staff (N=37) (total N=115) at SKYCTC were invited to participate in the Organizational Culture Assessment Instrument (OCAI) survey (see Appendix A) with a response rate goal of 70%. Because this survey was administered to an organizational group within our System and the College President at the institution introduced and supported it, a higher than average response rate was expected to be attained. The participants were given two weeks to complete the survey. Over the course of the two weeks, the researchers

monitored the response rate and the survey was extended an additional three days to achieve a desired response rate.

How OCAI Informed Interviews

The overall response rate of the OCAI across the institution was 54.5 percent with 51 faculty completing the survey. The results of the OCAI indicate the Clan Culture is the overall dominant perceived and preferred culture at SKYCTC. The results also show a desire exists among faculty to operate in a more entrepreneurial capacity (Adhocracy Culture) and less in a competitive (Market Culture) and controlled (Hierarchy) environment.

At the end of the OCAI, survey respondents had the option of providing additional information about the strengths and weaknesses of SKYCTC through an open-ended response section. The open-ended responses were grouped by subject response and coded for themes. Of those who responded to the OCAI and provided comments regarding strengths of the organization, there is an overwhelming belief of a “Culture of Caring” existing among faculty, staff and students at SKYCTC. Other major strengths identified included community orientation, commitment of leadership for professional development, communication, positive work environment, sense of teamwork and the overall leadership at the College.

Themes in the areas of opportunity included improvement of the advising and admissions processes, improved communication across the college and within units, reluctance to take risks and desire for increased pay. In the general comment section

many positive responses emerged and became thematic, mostly around the overall culture at SKYCTC. One employee of the college shared:

SKYCTC is truly one of the Best Places to Work. This is in large part due to a culture of caring which exist among the leadership, faculty and staff at the college. All levels at the college are truly concerned with student success and finding ways to help all students reach their goals and highest potential.

Another employee commented:

There is a wonderful positive spirit that exists here, where most everyone cares about their work and each other. I love working here and I love what I do, who I'm doing it for, and who I'm doing it with.

The open ended response section from the OCAI demonstrate the current perception of the family-type (Clan) culture as well as the entrepreneurial (Adhocracy) Culture and are viewed by respondents as strengths of the institution. Of the seventy five respondents, 29 discussed the "Culture of Caring" among faculty, staff and administration. Of the seventy five survey respondents, 16 commented on the positive entrepreneurial and innovative culture existing at the institution.

The second and larger phase of the study consisted of semi-structured interviews with faculty who indicated both desire and non-desire to assume formal leadership roles to examine the role institutional and personal factors play in their aspirations to leadership. As previously stated, there is a strong familial culture at the college. The results of the interviews support the existence of the Clan Culture and explained how this culture type at the institution fosters desire to assume leadership roles. The results of the OCAI also indicate a desire across the college to shift towards operating in a more entrepreneurial spirit (Adhocracy Culture) and in a less competitive manner (Market Culture) and hierarchical environments.

In order to gain insight from faculty regarding their perceptions of the various culture types and the overall culture within the institution, the findings from the OCAI were utilized to inform a portion of the semi-structured interview questions. The following four questions were developed based upon the results from the OCAI to gain a greater understanding of the manner in which the culture at the institution influences faculty aspirations to formal leadership positions within the college:

1. The Clan Culture is the overall perceived and preferred culture at the college (and among faculty). This (Clan) culture is described as being very collaborative, team-oriented with a focus on trust and human capital development. Based upon the definition of this culture, please describe how you see how this culture contributes to or deters your aspirations to a formal leadership position.
2. The results of the OCAI also indicate a preference among faculty to operate in a more externally focused, entrepreneurial manner (Adhocracy Culture) than what is currently happening at the college. Can you describe how this culture preference contributes to or deters your aspirations to a formal leadership position?
3. The results of the OCAI among faculty indicate a slight change, a reduction in operating in a more competitive or “Market” culture which tends to be described as a production and results oriented culture. Based upon the results, can you describe how this culture preference contributes to or deters your aspirations to a formal leadership position?
4. What specific aspects of your department’s culture support your leadership development? What aspects do not support your leadership development?

Results of the Semi-Structured Interviews by Participant, Leadership Desire and Culture Question

Of the 51 faculty respondents to the OCAI, 14 agreed to participate in the semi-structured interviews. Of the 14 faculty, 10 indicated aspiration to assume a formal leadership role in the future and 5 indicated non-desire to assume a formal leadership role. Four of the ten faculty desiring a formal leadership role and all five faculty indicating a non-desire to future leadership were selected for interviews. Faculty were

intentionally selected across academic disciplines, campus location, gender, years of service and desire/non-desire to assume a formal leadership role in the future. The average years of service among the faculty interviewed was fifteen years with a range in service of two years to thirty years. Five males and four females participated in the interviews. Of the five males, two indicated a desire to assume a leadership position; three indicated a non-desire. Of the four females, two indicated a desire to assume and leadership position; the other two indicated a non-desire. Table 4.1 (below) provides demographic data of the nine faculty interviewed:

Table 4.1 - Interview Participant Demographics (Pseudonym Names –B)

Participant	Desire to Leadership	Years of Service
Daniel	Yes	15+
Lauren	Yes	10-15
Mark	Yes	0-5
Rachel	No	5-10
Ryan	Yes	5-10
Sally	No	0-5
Sandra	No	0-5
Scott	No	5-10
Tim	No	0-5
Note: Continuing (employment status) is not included to protect the identities of those interviewed.		

As previously stated, there is a strong familial culture at the college. The results of the OCAI also indicate a desire across the college to shift towards operating in a more entrepreneurial spirit (Adhocracy Culture) and in a less competitive manner (Market Culture) and hierarchical environments. The results from the first phase of the study

guided the researcher in the development of some of the interview questions. The following presents the four questions that were developed to better understand the relationship between the culture at the institution and its influence on faculty desire to formal leadership roles from the perspectives of the faculty.

Clan Culture

The results of the OCAI indicate faculty preferred the current culture at SKYCTC – the Clan Culture.

In order to better understand the preferences for this culture among faculty, the following question was developed in order to gain faculty insights to the quantitative responses from the OCAI:

Question 1. The Clan Culture is the overall perceived and preferred culture at the college (and among faculty). This (Clan) culture is described as being very collaborative, team-oriented with a focus on trust and human capital development. Based upon the definition of this culture, please describe how you see how this culture contributes to (positively influences) or deters (negatively influences) your aspirations to a formal leadership position.

Table 4.2 – Interview Responses by Participant and Desire to Formal Leadership - 1

Participant	Desire to Formal Leadership	Question 1 Response – Culture Contributes to or Deters Leadership Aspirations
Daniel	Yes	Deters
Lauren	Yes	Contributes To
Mark	Yes	Contributes To
Rachel	No	Contributes To
Ryan	Yes	Contributes To
Sally	No	Neutral
Sandra	No	Contributes To
Scott	No	Contributes To
Tim	No	Contributes To

Table 4.2 shows participant responses to question 1. Daniel indicated the Clan Culture deterred his desire to assume a formal leadership role. Sally was neutral, stating the Clan Culture did not influence her desire or non-desire to a formal leadership role. Lauren, Mark and Ryan all shared the familial (Clan) culture at SKYCTC contributed to their desire to formal leadership positions. Sandra, Scott and Tim also indicated that although they do not desire a formal leadership role, they could see how the culture fosters desire to leadership positions.

All nine faculty interviewed discussed the “Culture of Caring” embedded across the institution. When asked about the overall culture at the institution and the relationship to leadership aspiration, Sandra shared:

I think it (Clan Culture) helps because it supports – we are looking for supportive leaders and feel we have supportive leaders and I think that does help (aspirations to leadership).

Scott who indicated a non-desire to assume a formal leadership role commented:

They’re wanting people to step up and take an active leadership role.
And:

I think it (culture) helps because it's support we're looking for supportive leaders and we feel we have supportive leaders and I think that does help.

Sally was neutral in response, stating the culture did not influence her decision at all commented:

I don’t think that influences my personal decision at all. Actually, I think it’s (culture) good for the most part. The leadership here I very much permission-giving and so if you have an idea and you know how to implement it and go with it, then you’re allowed to do that.

Ryan, when speaking about the influence of culture on his desire to leadership states:

I feel like the culture back that up and says ‘Okay well it’s okay for you to make a mistake here, as long as you keep the lines of communication open’. It encourages me to want to be a leader here because I know I have a safety net whenever I mess up – that people are going to look over that and try to help you rather than pull you down.

Adhocracy Culture

The results of the OCAI indicate faculty preferred the culture at SKYCTC to be more entrepreneurial.

In order to interpret the survey results indicating a preferences for a more entrepreneurial culture among faculty, the following interview question was developed:

Question 2. The results of the OCAI also indicate a preference among faculty to operate in a more externally focused, entrepreneurial manner (Adhocracy Culture) than what is currently happening at the college. Can you describe how this culture preference contributes to (positively influences) or deters (negatively influences) your aspirations to a formal leadership position?

Table 4.3 - Interview Responses by Participant and Desire to Formal Leadership - 2

Participant	Desire to Formal Leadership	Question 2 Response – Culture Contributes to or Deters Leadership Aspiration
Daniel	Yes	Contributes To
Lauren	Yes	Contributes To
Mark	Yes	Contributes To
Rachel	No	Neutral
Ryan	Yes	Deters
Sally	No	Neutral
Sandra	No	Neutral
Scott	No	Contributes To
Tim	No	Contributes To

As Table 4.3 shows, of the nine faculty interviewed, three of the four desiring a formal leadership role indicated operating in a more Adhocracy environment contributed to their leadership desire. Lauren stated:

They (administration) understand that in order to be innovative, sometimes you have to take risks. They promote that. ‘Let’s try.’ What’s the worst that can happen? They’re very good in understanding that being innovative, being a

leader and developing policy, technology or whatever is going to take some risk. With any risk, there's always that risk of failure, but you learn from it and go on.

And Mark commented:

If I'm the leader and I have the ability to make mistakes like that, I feel like the culture backs that up and says, "Okay well it's okay for you to make a mistake here, as long as you keep the lines of communication open. You got a safety net. I think that's the reason why it's good. It encourages me to want to be a leader here because I know I have a safety net whenever I mess up that people are going to look over that and try to help you rather than pull you down.

Ryan, a faculty member desiring a formal leadership role shared commented on the balance of operating in a risk-taking culture deters his desire to leadership. He shared:

Honestly, that deters me a little bit because I'm more conservative on things. I also think it's important to take risks and to have the ability to try something, even if it doesn't succeed. I think that one of the big things in culture that you need to do is be able to have the ability to fail at something, but when you do, you learn something from it. I guess you could say it would be one of those things that is helpful.

Among the non-desire group, the following statements illustrate faculty perceptions of culture and the impact on leadership aspirations:

Tim shares:

It (the culture) would be an advantage to whoever is in a leadership role because they would have people working within that were wanting to improve and maybe actually taking some risk to achieve those varying goals.

And,

No, it doesn't influence my not wanting to go in but I can see where the culture of this college would be a definite benefit to whoever went into that leadership role because of the community, the culture that you described. It does exist here, so I would say that would definitely be a benefit for whoever goes into leadership roles.

Market Culture

The results of the OCAI indicate faculty preferred the culture at SKYCTC to be less Market driven.

In order to better understand the preferences for this culture among faculty, the following question was developed in order to gain insight to the quantitative responses from the OCAI:

Question 3. The results of the OCAI among faculty indicate a slight change, a reduction in operating in a more competitive or “Market” culture which tends to be described as a production and results oriented culture. Based upon the results, can you describe how this culture preference contributes to (positively influences) or deters (negatively influences) your aspirations to a formal leadership position?

Table 4.4 - Interview Responses by Participant and Desire to Formal Leadership - 3

Participant	Desire to Formal Leadership	Question 3 Response – Culture Contributes to or Deters Leadership Aspiration
Daniel	Yes	Neutral
Lauren	Yes	Contributes To
Mark	Yes	Neutral
Rachel	No	Contributes To
Ryan	Yes	Contributes To
Sally	No	Contributes To
Sandra	No	Contributes To
Scott	No	Contributes To
Tim	No	Contributes To

As Table 4.4 indicates, of the nine faculty interviewed, seven indicated that having a less competitive environment would contribute to leadership desire, including all five faculty indicating a non-desire to leadership. Mark and Daniel provided neutral responses. Several faculty discussed not wanting the college run like a business. Scott commented:

I don't like being in a place where it's competitive inside the corporation, I guess you could say I don't like it at all.

Ryan explains his preference for a competitive, market-oriented culture as it relates to his desire to leadership:

I would indicate that I wouldn't want to see less. Even though it's one of those things that you have to have. We have to have a certain number of students. We have to be able to meet our budget. We have to do those things. They're necessities. If you just focus on necessities, that's all you're going to meet.

Mark commented:

For me, anyway, and I can only speak for myself, I don't want it, I don't want to educational process to become more of a business. I don't want this to be where we're competing against Daymar or we're competing against other community colleges in the area or other educational institutions in the area. That we can, we can get to that point, we lose sight of what our purpose is.

Sally explained:

I personally don't like competition among people. In some situations it can work, but I just don't think it works very well, because then people back-bite each other and things like that. I just don't want to be in that kind of atmosphere.

Departmental Support of Leadership Development

In order to better understand the manner in which faculty member's department support/do not support their leadership development, the following question was developed in order to gain insight from the faculty:

Question 4. What specific aspects of your department's culture support your leadership development? What aspects do not support your leadership development?

Table 4.5 - Interview Responses by Participant and Desire to Formal Leadership - 4

Participant	Desire to Formal Leadership	Question 4 Response – Aspects of Department Culture that Supports/Does Not Support Leadership Development
Daniel	Yes	Supportive; but no set leadership pathway
Lauren	Yes	Very supportive; opportunities exist for leadership; think about opportunities for those working on campuses outside of main campus
Mark	Yes	Very supportive; mentor-mentee program very helpful

Rachel	No	Supportive; funding available for professional development and is encouraged
Ryan	Yes	Very supportive; supervisor creates opportunities for leadership; technical faculty have less time to participate in professional development due to teaching load
Sally	No	Very supportive; funding available for professional development and is encouraged
Sandra	No	Supportive; funding available for professional development and is encouraged
Scott	No	Very supportive; department wants people to step up
Tim	No	Supportive; encouraged to try new innovations and technologies

Table 4.5 shows that all nine faculty interviewed (desire and non-desire groups) sense a strong commitment by their departments to support their leadership development. Themes emerged such as having a pool of available funding and a culture that promotes opportunities for leadership. Daniel notes that his department's culture supports his development, but "there is no specific leadership pathway or program in place" at the college. Rachel, when speaking of her department's culture and its support of her leadership development stated:

We're always encouraged to find some professional development to go to. We're always encouraged to do better, be better.

Sally shared:

Just professional development in general in highly encouraged here. Not only outside conferences, but internally our professional development committee is really, really good about it. We share with each other what we're doing that so great.

Mark discussed how first-year faculty are supported:

We actually have a mentor-mentee program. The first year of your full-time employment, you have a mentor instructor or a professor actually who guides you through the year of learning how to maneuver through all of the activities that faculty member must do.

Mark also explains a new communication initiative of the College President, Dr. Neal:

He has, once a month, a luncheon with new faculty to inform them of what's going on within SKYCTC and KCTCS. What goals the institution has, what goals the campus has, for the future so we know what's going on. We have been informed and are able to discuss that information about our feelings about the information, concerns, openly with him and openly with other administrators.

Ryan, we speaking about his department's culture shared:

My supervisor is always looking for something to shovel me into. He's always looking for ways to get people involved in a local leadership opportunity. Like the SOAR committee, he recommended that to me. He's even talked about me becoming a program coordinator of a program.

Summary of Findings

This sequential, mixed methods study found that while multiple factors influence faculty decisions to assume formal leadership positions, the culture at the institution influences the majority of the faculty interviewed in this study. The results from the OCAI and the semi-structured interviews supported each other. It was useful to understand the overall culture perceptions and preferences among faculty before conducting the semi-structured interviews. Understanding the current dominant culture at the institution and the culture preferences of faculty provided an opportunity to further investigate participant stories surrounding decisions to assume formal leadership roles. The results of the semi-structured interviews support the existence of the Clan Culture and added insight to the results from the OCAI. The interviews provided specific examples which helped explain how the culture type at the institution fosters desire among faculty to assume leadership roles. The results of the OCAI also indicate a desire across the college to shift towards operating in a more entrepreneurial spirit (Adhocracy Culture) and in a less competitive manner (Market Culture) and hierarchical

environments. The identified culture preferences are factors the faculty in this study consider as they think about formal leadership assignments.

Discussion

The utilization of mixed methods provided for a comprehensive look at the factors of influence among faculty as they think about aspiring to formal leadership roles. Under the conceptual framework of Social Cognitive Career Theory, the research approach allowed for an examination of institutional culture as one environmental factor of influence. Specifically, an initial assessment of the overall culture at the institution provided a snapshot of the culture at the organization and the second phase allowed for specific questions to be formulated to better understand the relationship between culture and leadership aspirations. In addition, the mixed methodology allowed for a multi-dimensional study of the intersection of institutional and personal factors.

Utilizing a mixed methods approach was critical to this study because it provided data from multiple sources. The initial assessment of the overall culture of the college and the opportunity to understand culture as it relates to leadership aspirations from the perspectives of the faculty in the study was invaluable. First, the survey provided a diagnostic tool for assessing the culture at the institution from the perspectives of faculty and staff across the institution. The data gathered from survey was aggregated and provided the ability to compare and contrast the culture preferences and perceptions among faculty and other groups at the institution such as executive-level leaders.

Next, employing a mixed methods study afforded the opportunity for the researcher to utilize the data from the survey results to shape some of the questions asked during the semi-structured interview phase of the study. As indicated in the previous section,

interview questions were developed directly from the results of the OCAI. The ability to formulate interview questions as a follow up from the quantitative data provided a mechanism for seeing and hearing the culture “in action” at the institution, specifically as it relates to individual faculty desire to formal leadership roles.

The utilization of the demographic data gathered at the end of the survey afforded the opportunity to examine two groups of faculty: faculty who indicated a desire to formal leadership positions and faculty who indicated they do not desire formal leadership roles. By studying both the desire and non-desire groups the researcher was able to obtain specific examples of the manner in which the perceived and preferred culture types directly influenced/did not influence faculty aspirations to formal leadership roles. The quantitative data allowed for a broad understanding of how the faculty feel about the culture of the organization along with a snapshot of the overall culture at the institution. The qualitative allowed the researcher to hear specific examples how faculty think about the culture at the institution as it relates to their aspirations to formal leadership positions. Together, the two data sets supported one another adding validity to the results of the overall study. The results from the semi-structured interviews (qualitative data) helped explain the survey data (quantitative data) as the voices of the participants were heard through specific examples of the culture at the institution. Conversely, the results from the survey supported the findings from the participant interviews.

Lastly, conducting a sequential, mixed-methods research study provided an avenue for the researcher to obtain data in advance of the researcher physically entering the research site. Administering the survey prior to conducting the semi-structured interviews provided the researcher significant background information regarding

individual feelings about the institution prior to conducting the semi-structured interviews. Further, the open ended responses from the survey provided data regarding the strengths of the organization as well as the areas for improvement. Having these data in advance of conducting the semi-structured interviews provided an opportunity for the researcher to follow up on the specific survey data during the one on one interviews with faculty.

Institutional Considerations

Organizations and their leaders have the ability to influence the environment of their institution and can create a culture which inspires individuals' desire and move into formal leadership positions. Understanding the current and preferred culture within an organization provides valuable information regarding how individuals are feeling about their workplace. Assessing organizational culture allows for a broad understanding of the perceived and preferred culture types at the institution and offers insight to the sentiments, values and preferences of the overall organizational environment.

As community colleges work to fill current formal leadership positions and prepare for the impending leadership vacancies of the future, this study provides insight to how faculty think about assuming formal leadership roles. The faculty in the non-desire group who were interviewed indicated the culture at the institution did not impact their desire to assume formal leadership roles, but they acknowledge that the institutional culture could make it easier for someone in a formal leadership role. Among the faculty interviewed who desired a formal leadership role, all four people indicated culture was an influence on their aspirations to a formal leadership position.

The mixed-methods approach afforded the opportunity to investigate the culture across the institution and gain general and specific insights and perspectives from faculty as they think about assuming formal leadership roles at the college. Current executive leadership within the community college can utilize the data gathered through this research to understand the role culture plays in faculty aspirations to leadership. This can be accomplished through assessing the culture at the institution and also establishing adequate opportunities for meaningful dialogue with faculty regarding their aspirations to formal leadership positions.

Conclusion

While several factors influence faculty as they consider movement into formal leadership roles, the culture of the organization was found to influence faculty. Conducting a mixed methods study allowed for a deeper picture of how the overall culture at the institution influences faculty behaviors and decisions in regard to formal leadership roles. This research contributes to the gaps in the literature surrounding organizational culture in higher education, particularly in the community college setting as it relates to faculty leadership aspirations.

Conducting a sequential, mixed-methods case study allowed for an initial gauge of the current and preferred organizational culture at the institution through quantitative methods. The analysis of the OCAI data provided a mechanism to design interview questions for a focused investigation of how perceptions of organizational culture influence faculty as they consider formal leadership roles. The qualitative component offered the opportunity to unpack these perceptions through hearing real-life examples of culture “in action” at the institution. It enabled examination of how organizational culture

plays a role in faculty decisions to assume formal leadership roles. Overall, conducting a mixed methods study provided a richer, more robust study to understand faculty behaviors and decisions regarding aspirations to formal leadership roles.

CHAPTER 5

CODA

As the retirement outlook for community college faculty shows that half of the total number of full-time faculty across the nation are eligible or plan to retire by 2015, it is critical to develop the next set of academic administrators. Much of the available literature on the future of community college leadership points to intentional planning and cultivations of the new generation of leaders at all administrative levels of the institution: administrators, faculty, and staff. Faculty can bring a wealth of institutional knowledge and experience to administrative roles. Because of this, it is vital to understand factors that influence their desire to assume formal leadership positions. In the process of studying these factors, I have also learned important lessons about the value of collaborative research.

Reflection on Research

Early on in my doctoral program coursework, I knew the topic of educational leadership was of great interest to me. As an individual who intentionally left the four-year institutional sector of higher education to work in the community college sector, I was certain I wanted to contribute in some way to the advancement of our institutional mission. Leadership at our institutions plays and will continue to play a critical role in the future of community colleges and their overall advancement as organizations.

As an employee of KCTCS holding a staff position, I had reservations about studying faculty as part of a leadership case study. I wondered how I would be received by the faculty I interviewed. I questioned how effective I would be in synthesizing the data obtained throughout my study of a community college that is also a part of the same

System where I work. I believe that holding a non-faculty position positively contributed to the overall quality of the study as I was seeking to understand influencers of faculty aspirations to leadership from their perspective(s).

Our research team was welcomed at our study site. The faculty, staff and administrators at SKYCTC exhibited transparency throughout the entire process, creating an “open book” for our study. There is no question SKYCTC is an organization who has identified their values as a collective whole. There is a culture embedded across the institution: a “culture of caring”.

As someone who currently holds a leadership position at my home college, studying faculty allowed me the opportunity to gain a greater understanding of their perceptions of leadership as well as the sentiments surrounding the ever-changing landscape of higher education and its influence on their leadership aspirations. I walk away from this experience with a new understanding of faculty leadership aspirations that will not only contribute to the literature but also to my professional career in the community college as I work with and rely on faculty on a daily basis.

Reflection on Collaboration

The entire doctoral program has been a collaborative process from start to finish. During my coursework, I had the opportunity to meet others from across our system in my program of study, visit colleges within the System and meet their leadership teams, collaborate with fellow classmates on various research projects and conduct a comprehensive leadership case study with two hard-working, driven and collaborative individuals. Throughout the program, I have learned a great deal about working as a team. Along the way, I selfishly questioned whether I had made the right choice in

pursuing my dissertation as part of a team as I thought this approach would slow the process down of earning my degree.

As I reflect on our collaborative process, two realizations come to mind. First, while each of us examined a different layer of leadership and each of our stand-alone research products contribute to the existing gaps in the literature, collectively we have contributed a significant body of research to community colleges, particularly our System in regard to leadership planning for our future. Secondly, even when given the opportunity to work independent of each other, we maintained our *commitment* to one another and pushed on. As I reflect on this journey, the *commitment* made and kept by the three of us even in times when it would have been easier to work alone to “get it done” was the greatest learning experience for me, one that I will carry with me in my personal and professional life.

Appendices
Appendix A

Cover Letter/Email to Grassroots Interview Participants

Dear (Subject):

I am Andrea Borregard, a doctoral student in Educational Policy Studies and Evaluation at the University of Kentucky.

The purpose of this study is to explore the experiences of grassroots leaders (individuals without formal positions of power) in higher education and to gain insight into their motivations and actions. You have been identified as one of these leaders and as a result, I am inviting you to participate in this research project.

As part of the study, I will conduct interviews with you and observe various committee meetings and/or other activities pertinent to the topic. I anticipate that the preliminary interview will only take an hour at most and I would like to include a follow-up interview in the weeks following. Your voluntary response to this request constitutes your informed consent to your participation in this activity. You are not required to participate. If you decide not to participate, your decision will not affect your current or future relations with Southcentral Kentucky Community and Technical College.

This project has been approved by the University of Kentucky's and Kentucky Community and Technical College's Institutional Review Boards. If you are willing to participate, please respond with an available time to complete the interview (preferably between January 7- February 25). The interview can be conducted in your office or another agreed upon location.

Please feel free to contact me at andrea.borregard@kctcs.edu or by phone at 270-302-7780 if you have any questions. Thank you for your consideration.

Sincerely,

Andrea Borregard

Appendix B

RESEARCH SUBJECT INFORMED CONSENT FORM (*Grassroots*)

Project Title: Organizing for Change: A Case Study of Grassroots Leadership at a Kentucky Community college	Sponsors: Dr. Beth Goldstein & Dr. Willis Jones Educational Policy Studies and Evaluation University of Kentucky
Principal Investigators: Andrea Borregard Erin Tipton Reneau Waggoner	Organization: University of Kentucky College of Education Educational Policy Studies and Evaluation Lexington, KY 40506
Location: Lexington, KY	Phone: 859-257-3178

1. PURPOSE OF THIS RESEARCH STUDY

You are being invited to take part in a research study designed to look at the experiences of grassroots leaders in higher education. If you volunteer to take part in this study, you will be one of about five people to do so. Andrea Borregard, Erin Tipton, and Reneau Waggoner will be the Principal Investigators (PI) for this study. She is being guided in this research by Dr. Beth Goldstein and Dr. Willis Jones of the University of Kentucky, Department of Educational Policy. By doing this study, we hope to gain insight into the motivations and actions of grassroots leaders to initiate change.

2. PROCEDURES

The research procedures will be conducted at Southcentral Kentucky Community and Technical College (SKYCTC). The PI will contact you via email and telephone to arrange an interview time. You will be asked to answer questions regarding your grassroots change efforts.

3. POSSIBLE RISKS

Risks to participating in this research study are unknown. To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life. However, any new information developed during the study that may affect your willingness to continue participation will be communicated to you.

4. POSSIBLE BENEFITS

There are no known benefits from taking part in this study. Your participation will allow for a greater understanding of the motivations and actions of grassroots leaders in a higher education setting.

5. FINANCIAL CONSIDERATIONS

There are no costs associated with taking part in the study. There is no financial compensation for your participation in this research.

6. CONFIDENTIALITY

Your identity in this study will be treated as confidential. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information or what that information is. Your information will be combined with other people taking part in the study. The results of the study may be published to share with other researchers, but we will not give your name or include any identifiable references to you.

7. TERMINATION OR RESEARCH STUDY

You may voluntarily choose not to participate in this study or withdraw at any time. You will not be treated any differently for deciding not to participate or for deciding to withdraw.

8. AVAILABLE SOURCE OF INFORMATION

Before you decide whether to accept this invitation to take part in the study, please do not hesitate to contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll-free at 1-866-400-9428.

9. AUTHORIZATION

I have read and understand this consent form and I volunteer to participate in this research study. I understand that I will receive a copy of this form. I voluntarily choose to participate, but I understand that my consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws.

Participant Name: _____

Participant Signature: _____ Date: _____

Appendix C
Grassroots Interview Protocol

Research Questions:

1. What kinds of experiences motivate an individual to be an initiator of change?
2. What strategies do grassroots leaders use to affect change in college policy and practice?
3. What are the major obstacles to implementing grassroots change?
4. In what ways do grassroots leaders find support, inspiration, and balance to overcome challenges and obstacles and remain resilient?

RESEARCH QUESTION	INTERVIEW QUESTIONS
What kinds of experiences motivate an individual to be an initiator of change?	<p>Tell me about your professional background and experience with SKYCTC.</p> <p>How would you define institutional change?</p> <p>How would you compare grassroots initiated change from other types of institutional change? What about specific examples from SKYCTC?</p> <p>Can you share with me a time when you proposed a change/initiative at SKYCTC or another educational institution?</p> <p>Please describe the chronology of events that took place leading up to your decision to engage in grassroots organizing.</p> <p>Why was this particular initiative important to you? What motivated you to pursue this change initiative?</p> <p>What specific experiences can you identify that helped you prepare for this role?</p>
What strategies do grassroots leaders use to affect change in college policy and practice?	<p>Describe a particular change initiative with which you were involved. (How did it begin, what it addressed, process, outcomes, people involved, etc.)</p> <p>How much time did you invest?</p> <p>What resources did you have?</p>

	<p>How did you work with existing structures and policies? With the administration? What about people outside the institution?</p> <p>What do you think was crucial to maintaining momentum for this initiative?</p>
<p>What institutional attributes, properties, or conditions enable grassroots organization?</p>	<p>How would you describe the institutional culture at SKYCTC?</p> <p>What qualities or conditions do you think need to be present to foster or promote grassroots leadership?</p> <p>Is there anything unique to SKYCTC that supported or hindered your ability to bring about institutional change?</p> <p>How does this compare to other experiences you've had with institutional change?</p>
<p>What are the major obstacles to implementing grassroots change?</p>	<p>What have been some of the frustration and/or obstacles in bringing about change? How have you adjusted as a result of these?</p> <p>Were there any key points when you felt the momentum for change was waning or gone? If so, what did you do to revive that momentum?</p> <p>Did your overall vision for your initiative change from the beginning?</p> <p>If you had to start all over with this initiative, what would you do differently?</p>
<p>Closing Questions</p>	<p>Is there any information about grassroots organization that you think would be helpful for this study?</p> <p>What are your plans for future involvement in leadership initiatives?</p>

Appendix D
Organizational Culture Assessment Survey - Cover Letter/Email to Participants

Thank you in advance for your willingness to participate in this survey to assess your thoughts, values and beliefs regarding the organizational culture(s) at your institution. As an identified leader at your institution, your feedback and participation is invaluable. Below are the instructions for completing the Organizational Culture Assessment Instrument (OCAI):

1. The purpose of the OCAI is to assess six key dimensions of organizational culture.
In completing the instrument, you will be providing a picture of how SKYCTC operates and the values that characterize it.
2. Every organization will most likely produce a different set of responses, so there are no right or wrong answers. Therefore, be as accurate to your own opinion in responding to the questions so that your resulting cultural diagnosis will be as precise as possible.
3. The OCAI consists of six questions. Each question has four alternatives. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. For example, in question one, if you think alternative A is very similar to your organization, alternative B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and five points to D. Just be sure your total equals 100 points for each question. You will do the same for the “Preferred” organizational culture section as well. Place a higher number by the alternative which best represents the culture you would prefer in your current organization.
4. All responses will be kept confidential. Your name will not be associated in your responses. Please note, that the first pass through the six questions is labeled “Now”. This refers to the culture, as it exists today. After you complete the “Now”, you will find the questions repeated under a heading of “Preferred”. Your answers to these questions should be based on how you would like the organization to look five years from now. **Please answer the “Now” questions first and then come back to the “Preferred” questions.**
5. Lastly, at the end of the OCAI is a “Strengths and Areas for Improvement” section where you will have an opportunity to share open ended responses you believe will be helpful in better understanding the culture at SKYCTC. Completing this section of the survey is encouraged but optional in your participation.

Lastly, please do not hesitate to contact us directly at erin.tipton@kctcs.edu or reneau.waggoner@kctcs.edu or by telephone at (859) 246-6862 or (502) 213-2620 should you have specific questions on the directions for the survey.

Thank you once again for your participation in this survey!

Sincerely,

Erin Tipton and Reneau Waggoner
Doctoral Students at the University of Kentucky
College of Education
Educational Policy Studies and Evaluation

Appendix E

Organizational Culture Assessment Survey

Note: Please answer “Now” Questions first, then come back to the “Preferred” Questions

1. Dominant Characteristics		Now	Prefer
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.		
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.		
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
Total			
2. Organizational Leadership		Now	Prefer
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.		
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		

	Total		
3. Management of Employees		Now	Prefer
A	The management style in the organization is characterized by teamwork, consensus, and participation.		
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.		
C	The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.		
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.		
	Total		

4. Organizational Glue		Now	Prefer
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.		

D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
	Total		
5. Strategic Emphases		Now	Prefer
A	The organization emphasizes human development. High trust, openness, and participation persist.		
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.		
	Total		
6. Criteria of Success		Now	Prefer
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		

D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.		
	Total		

2015 Southcentral Community and Technical College Culture Assessment Written Observations

Strengths

We encourage you to add comments to clarify your views regarding the strengths of your department or administrative area in which you work. The next section will allow you to list the areas in need of improvement or any suggestions you have for change that would lead to improvement.

Identify three of your department's or administrative area's greatest strengths:

Strength 1:

Strength 2:

Strength 3:

Areas in Need of Improvement

We encourage you to add comments to clarify your views regarding areas requiring improvement and to add your suggestions for improvements.

Identify three things in your department or administrative area in need of greatest improvement:

Area for Improvement 1:

Area for Improvement 2:

Area for Improvement 3:

Please provide the following items for demographic information:

1. Please provide select the faculty title that best describes your current position (title) with SKYCTC.

_____ Professor
_____ Associate Professor
_____ Assistant Professor
_____ Instructor

1. Please provide your length of employment with SKYCTC (please only include your employment at the college and not with other community colleges or KCTCS institutions):

_____ 0-5 years
_____ 5-10 years
_____ 10-15 years
_____ 15 or more years

2. Do you currently hold a formal leadership position at SKYCTC?

_____ Yes
_____ No

3. Have you previously held a formal leadership position at SKYCTC?

_____ Yes
_____ No

4. Do you desire a formal leadership position in the future?

_____ Yes
_____ No

5. Would you be interested in participating in an interview as a follow up to this survey?

_____ Yes
_____ No

If yes, please provide your full name and telephone number:

Name _____

Telephone _____

Appendix F

Faculty Interview Protocol

Each of the nine semi-structured interviews conducted with faculty who participated in the OCAI, expressed either a desire or non-desire to assume a leadership role in the future and agreed to follow up participant interviews will be held in the participant's office at SKYCTC to help the participants feel as comfortable as possible. The interviews were audio recorded to ensure accuracy in reporting the results of each interview. The primary researcher (Erin Tipton) was present during the interviews and took notes.

Upon completion of the interviews, the researcher transcribed the interviews immediately following, and coded for themes in the data collected. The data was coded into themes and organized into charts. The following outlines the interview protocol utilized:

Introductions and Background for Interviews:

- Explained the purpose of the interview and how the data gathered will be utilized.
- Explained confidentiality, review consent form and ask for Consent signature.
- Explained participants' right to opt out of the interview at any time.

Introduction Questions:

1. What is your current position at SKYCTC?
2. How long have you been employed at the college? What have been your various responsibilities while employed at SKYCTC?
3. What formal or informal leadership positions have you held at the college? Please describe those positions and your experiences with them.
4. What types of leadership development activities have you participated in?

Research Question	Supporting Interview Questions
What personal factors contribute to faculty motivation to formal leadership roles in the community college?	<p>5. You have indicated a desire/non-desire (this is based upon your response to the question at the end of the Organizational Culture Assessment Instrument Survey you participated in April) to move in to a leadership role in the future at SKY. As a faculty member, what are your greatest reasons for wanting/not wanting to assume a formal leadership role?</p> <p>6. In what manner do the differences in job responsibilities of an administrator in comparison to your current role as a faculty member contribute to your aspirations/non aspirations to move into a formal leadership role?</p> <p>7. How do your peers contribute to your aspirations/non aspirations to assume a formal leadership role?</p> <p>8. What personal factors influence or deter your desire to assume a formal leadership role?</p> <p>9. Suppose you want to convince one of your faculty colleagues to assume a leadership position. How would you go about convincing this person?</p> <p>10. What characteristics are necessary for a person to succeed as a leader in your department? At this college?</p>
What institutional factors contribute to faculty aspirations to formal leadership roles in the community college?	<p>11. The results of the OCAI indicate the Clan or “collaborative” culture is the overall perceived and preferred culture at the college (and among faculty). This (Clan) culture is described as being very collaborative, team-oriented with a focus on trust and human capital development. Based upon the definition of this culture, please describe how you see how this culture contributes to or deters your aspirations to a formal leadership position.</p>

	<p>12. The results of the OCAI also indicate a preference among faculty to operate in a more externally focused, entrepreneurial manner (Adhocracy Culture) than what is currently happening at the college. Can you describe how this culture preference contributes to or deters your aspirations to a formal leadership position?</p> <p>13. The results of the OCAI among faculty indicate a slight change, a reduction in operating in a more competitive or “Market” culture which tends to be described as a production and results oriented culture. Based upon the results, can you describe how this culture preference contributes to or deters your aspirations to a formal leadership position?</p> <p>14. What specific aspects of your department’s culture support your leadership development? What aspects do not support your leadership development?</p> <p>15. How does the organizational structure (how the college is arranged) at SKY contribute to your aspirations to a formal leadership role? The structure (arrangement) of KCTCS?</p> <p>16. How can executive level leadership at SKY support your leadership future?</p> <p>17. Is there anything else that you can share that can help me better understand faculty aspirations or lack of aspirations to leadership at SKY?</p>
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Appendix G

Interview Questions for Executive-Level Leaders

Research Question(s):

What are the personal and institutional factors that influence (both positively and negatively) the leadership aspirations of executive-level community college leaders to ascend to the presidency?

Interview Questions:

<p><i>Icebreaker and Background</i></p>	<p>Describe your leadership journey (progression to current leadership role). <i>Icebreaker</i></p> <p>What advanced leadership opportunities have you organized? Participated in?</p>
<p><i>Personal/Psychological Factors</i></p>	<p>What personal/psychological factors contributed to your desire to become an executive-level leader?</p> <p>What characteristics are necessary for a person to succeed as a leader in your area? At the college?</p> <p>The overall results of the OCAI survey indicate common themes in the strengths of SKYCTC as being the caring atmosphere for students, faculty and staff; trust; community-oriented; strong leadership; professional development; and friendly work environment. How do these characteristics align with your professional values, level of motivation, and leadership aspirations?</p>
<p><i>Institutional Factors</i></p>	<p><i>(Share/show chart)</i></p> <p>The results of the OCAI survey indicate that the Clan or Collaborative culture is the perceived and preferred culture at the college (and among executive-level leaders). This (Clan) culture is described as being very collaborative, team-oriented with a focus on trust and human capital development. Based upon the definition of this culture, please describe how you see how this Clan or Collaborative culture supports/does not support your desire to assume the position of president.</p> <p><i>(Share/show chart)</i></p> <p>The results of the OCAI survey indicate a preference among executive-level leaders to operate in a slightly</p>

	<p>more externally focused, entrepreneurial manner (Adhocracy Culture) than what is currently happening at the college. Can you describe what factors (internal and external) contribute to this preference?</p> <p><i>(Share/show chart)</i></p> <p>The results of the OCAI survey among executive-level leaders indicate a preference among executive-level leaders to operate in a less Hierarchical or Controlled culture. Much of the context of the Controlled culture surrounds rules, policies, procedures and overall efficiencies with decision-making and authority tends to be top-down. Based upon the results, can you describe how this culture preference contributes to or deters your aspirations to become a community college president?</p> <p>What types of professional development and/or advancement opportunities exist at SKYCTC for individuals who aspire for executive-level leadership? Presidency?</p> <p>What aspects of your college's culture support your leadership development? What aspects do not support your leadership development?</p> <p><i>Follow-up: How can the president support your growth as a leader?</i></p>
<i>Aspirations to Ascendancy</i>	<p>Describe your level of desire to become a community college president.</p> <p><i>Follow-up: What factors contribute to this decision? What would cause you to reconsider?</i></p> <p>What about the culture of the SKYCTC influenced your decision?</p> <p><i>Follow-up: What about the culture of previous institutions influenced your decision?</i></p>
<i>Conclusion</i>	<p>If you were to pursue the position of community college president, what factors (positive and negative) would</p>

	<p>influence your decision? Personal? Psychological? Institutional?</p> <p>What potential factors gave you pause in considering moving to a position of higher authority?</p> <p>What advice would you give to an aspiring leader?</p>
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Appendix H

RESEARCH SUBJECT INFORMED CONSENT FORM

Project Information

Project Title: Pipelines of Leadership: Aspirations of Faculty and Executive Level Leaders at Southcentral Community and Technical College (SKYCTC)

Sponsors:

Drs. Beth Goldstein and Willis Jones
Educational Policy Studies and Evaluation
University of Kentucky College of
Education

Principal Investigators:

Erin Tipton and Reneau Waggoner

Organization:

University of Kentucky College of Education
Educational Policy Studies and Evaluation
Lexington, KY
Phone: 859-246-6862

PURPOSE OF THIS RESEARCH STUDY

You are being invited to take part in a research study designed to investigate aspirations of faculty and executive level leaders to formal leadership. A study of institutional and personal factors influencing faculty and executive level leaders' desire to assume leadership roles at SKYCTC will be conducted. If you volunteer to take part in this study, you will be one of about sixteen to eighteen people to do so. Erin Tipton and Reneau Waggoner are the Principal Investigators (PI) for this study. They are being guided in this research by Drs. Beth Goldstein and Willis Jones, of the University of Kentucky, College of Education. By conducting this study, we hope to gain insight into leadership at your college. This research will evaluate the institutional and personal factors among faculty and executive level leaders as it relates to aspirations to leadership.

PROCEDURES

The research procedures will be conducted at SKYCTC. The PI will contact you via email and telephone to arrange an interview time. You will be asked to answer questions regarding leadership and organizational culture from your perspective. You may opt out of this study at any time.

POSSIBLE RISKS

There are no known risks as a result of your participation in this study.

POSSIBLE BENEFITS

Your participation will allow for a greater understanding of institutional and personal factors and their influence on leadership aspirations at Southcentral Community and Technical College and KCTCS.

FINANCIAL CONSIDERATIONS

None

CONFIDENTIALITY

Your identity in this study will be treated as confidential. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is.

AVAILABLE SOURCE OF INFORMATION

Before you decide to accept this invitation to take part in the study, please ask any questions that come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Erin Tipton via e-mail (erin.tipton@kctcs.edu) or phone (859-324-0041) or Reneau Waggoner (reneau.waggoner@kctcs.edu) or phone (502-298-1720). If you have questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity and the University of Kentucky between the business hours of 8am and 5pm EST, Monday-Friday, at 859-257-9428 or toll free at 1-866-400-9428. We will give you a signed copy of the consent form to take with you.

AUTHORIZATION

I have read and understand this consent form and I volunteer to participate in this research study. I understand that I will receive a copy of this form. I voluntarily choose to participate, but I understand that my consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws.

Signature of Person Agreeing to Participate in the Study

Date Signed

Printed Name of Person Agreeing to Participate in the Study

Name of Person Obtaining Informed Consent

Date Signed

Printed Name of Person Obtaining Informed Consent

Appendix I

Confidentiality Agreement for Semi-Structured Interviews

Consent Form for Semi-Structured Interviews Organizational Culture: Influence on Faculty in the Community College

You are invited to participate in a research study being conducted by Andrea Borregard, Erin Tipton and Reneau Waggoner, employees of the Kentucky Community and Technical College System and doctoral candidates of the College of Education at the University of Kentucky. You are being invited to participate because you are a faculty member at Southcentral Community and Technical College (SKYCTC). We are asking you to take part in this study because we are trying to learn more about organizational culture and its influence on faculty decisions to enter leadership roles in the community college setting.

Having previously responded to the Organizational Culture Assessment Instrument (OCAI), you expressed interest in participating in a follow up interview. If you agree to participate in the next part of the study, this form serves as your consent to participate in the interviews.

The information you provide during the interviews, along with the results of the OCAI survey will be kept confidential. At any point during the study you may opt out as a participant.

Signature of Person Agreeing to Participate in the Study

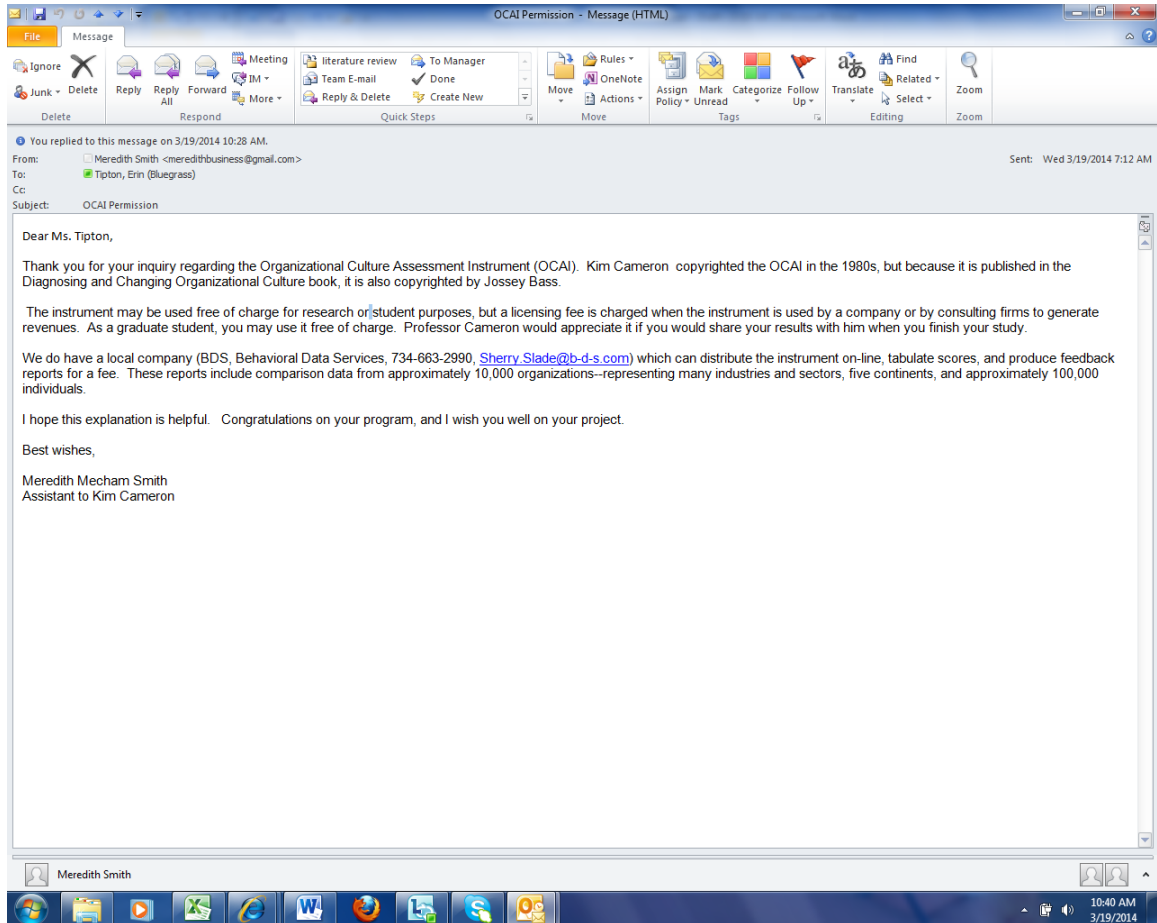
Date Signed

Signature of Person Obtaining Informed Consent

Date Signed

Appendix J

Permission to Utilize the Organizational Culture Assessment Instrument (Tipton and Waggoner)



Appendix K
Presidential Support Letter for Site Selection

Dr. Phillip W. Neal
President/CEO
1845 Loop Drive
Bowling Green, KY 42101
Telephone: (270) 901-1111

September 16, 2014

Office of Research Integrity
315 Kinkead Hall
University of Kentucky
Lexington, KY 40506-0057

Dear Members of the IRB Committee:

On behalf of the Southcentral Kentucky Community and Technical College (SKYCTC), I am writing to formally indicate our awareness of the research proposed by Andrea Borregard, Erin Tipton and Reneau Waggoner, students at the University of Kentucky. I am aware that these students intend to conduct their research at our institution by administering a written survey to our employees and conducting one-on-one interviews.

As President of SKYCTC, I am responsible for employee relations. I grant these students permission to recruit SKYCTC employees for the purpose of their research.

If you have any questions or concerns, please feel free to contact my office at (270) 901-1114.

Sincerely,



Dr. Phillip W. Neal



SKYCTC is an equal opportunity employer and education institution.

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Professional Positions

Bluegrass Community and Technical College, Lexington, KY

2002- Present

Campus Director, Danville

November 2009 – Present

Associate Dean for Student Outreach Services

March 2005 – November 2009

Interim Associate Vice President for Student Development and Enrollment
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September 2006-2007

Student Services Manager/Admissions Counselor, Danville Campus

February 2002 – February 2005

University of Kentucky Human Resource Services, Lexington, KY

1994 – 2002

Supervisor, Student and Temporary Employee Placement Service

April 1998 – January 2002

Acting Coordinator of Student Employment Program

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Professional Honors

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